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DEC 5 1917

ORGANIZATION NUMBER NOVEMBER, 1917

HISPANIA

A Quarterly Journal devoted to the interests of Teachers of Spanish, and published by

THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH

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Hispania, a quarterly journal devoted to the interests of Teachers of Spanish, is published by THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH in the months of February, May, September and December. All teachers of Spanish and all those interested in the teaching of Spanish are eligible to membership in the Association. Membership dues, subscription to *Hispania* included, are two dollars per annum for the United States, for foreign countries two dollars and thirty cents per annum. Subscription to *Hispania* without membership in the Association is also two dollars, or two dollars and thirty cents per annum.

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Hispania hopes to make its bibliographical section of real service to teachers of Spanish. To that end publishers are invited to send in copies of all books that may be of interest to teachers of Spanish.

Scholarly works, and those of a purely literary or historical nature, for book-notice or review should be sent to John D. Fitz-Gerald, University of Illinois, Urbana, Ill., U. S. A.

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A JOURNAL DEVOTED TO THE INTERESTS OF
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HISPANIA

ORGANIZATION NUMBER NOVEMBER, 1917

ON THE THRESHOLD

On Friday evening of Thanksgiving week, 1915, at the call of the writer, there gathered in a small dining room in a hotel in New York City a group of men bent on establishing an Association of teachers of Spanish. Dr. H. E. Bard, now secretary of the Pan-American Association, presided at the meeting. A letter of encouragement was read from Professor Ramón Menéndez Pidal of Madrid. Speeches were made by several of those present, and a committee was appointed with power to draw up a constitution. That committee met at once and agreed upon the points to be incorporated. For some reason still unexplained, the chairman of the committee failed to call a second meeting, though many of those whom the committee represented were very desirous that the organization planned should be definitely established. This was a matter of great disappointment to all.

Two years passed. Again the clans were assembled. This was at a Saturday luncheon, October 21, 1916. This time the institutions represented were chiefly the local high schools and the College of the City of New York. Thirty-one were present, ten of whom were women. This time, lest plans should again come to naught, a constitution was prepared in advance and after considerable discussion and some changes it was adopted. Mr. L. A. Wilkins was chosen president, Dr. Alfred Coester of Commercial High School, Vice-President, Miss Herlinda G. Smithers of Bay Ridge High School, Secretary-Treasurer, and Mr. M. A. Luria, Corresponding Secretary. The society was called the Association of Teachers of Spanish. Enthusiasm and earnestness were mani-

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fest at this meeting in an unusual degree. That the Association was at least established brought us all much joy.

For the November meeting Dr. E. L. Stevenson, Acting Director of The Hispanic Society of America, after consultation with Mr. Archer M. Huntington, the president of that society, offered us the use of the hall in the museum of that institution. Professor ✱ Federico de Onís of Columbia University was the speaker. Interest in the meeting was very great and the attendance was large.

The next meeting, that of January, 1917, was held in the same building. Dr. Peter H. Goldsmith, Director of the Pan-American Division of the American Association for International Conciliation spoke, in Spanish, upon his trip through South America where he went to present, in the name of the Association for Conciliation, a library of North American books to the Museo Social Argentino of Buenos Aires. His address was remarkably well prepared and exceptionally interesting. At the close of the program of the day Mr. Huntington, quite unexpectedly to us, appeared, accompanied by His Excellency the Spanish Ambassador to Washington, Sr. Juan Riaño y Gayangos. Sr. Riaño consented to speak to the Association and in his very charming manner offered us assurances of his sympathetic co-operation. He also accepted Honorary Membership in the Association.

Meanwhile as the year had progressed many outside of New York had manifested unusual interest in what our local society was doing. The suggestion came from several quarters, especially from California and the Middle West, that this local Association be made the nucleus of a National Association. To form such an organization seemed a rather stupendous undertaking, but on the basis of the good old saying that *El que no se atreve no pasa el mar*, we decided to make the venture. After considerable correspondence with Professor Espinosa the writer sent out on April 4 a circular letter to about 150 teachers in different parts of the country, suggesting a National Association and making a tentative slate of committees to work toward the founding of such a society. The replies were astonishingly prompt, enthusiastic and confirmatory of the proposed plan. Hence at the meeting of April 14 the first steps were taken to form the Association. A temporary organization as a national society was effected. The appointment of committees

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mentioned in the circular of April 4 was ratified, as were also the plans for the publication of a quarterly journal to be known as *Hispania*. These committees were: Membership, Dr. Alfred Coester, Chairman, 17 members; Nominations, Professor John D. Fitz-Gerald, Chairman, 16 members; Constitution, Professor Ventura Fuentes, Chairman, 15 members; Publications, Professor A. M. Espinosa, Chairman, 12 members. Those slated in the circular of April 14 as temporary officers were formally elected as such, to hold office till January, 1918. They were: President, Lawrence A. Wilkins, Board of Education, New York City; First Vice-President, Professor Rudolph Schevill, University of California; Second Vice-President, Professor John D. Fitz-Gerald, University of Illinois; Third Vice-President, Professor Charles P. Wagner, University of Michigan; Secretary-Treasurer, Dr. Alfred Coester, Commercial High School, Brooklyn, N. Y. The Association elected as the two Honorary Presidents Mr. Archer M. Huntington of New York and Mr. Juan C. Cebrián of San Francisco.

The next meeting was a short business session held in connection with the meeting of the local Association on May 19, when the first declamation contest for High School students of Spanish was held. It was then voted to take as a name for the society The American Association of Teachers of Spanish. The temporary president was authorized to appoint the editors of *Hispania* and to take the steps necessary for carrying out the plans of the organization. He announced the appointment of Professor Espinosa of Leland Stanford Junior University as editor and reserved appointment of others till a later date.

On May 21, 1917, a circular stating the purposes of the new National Association and inviting those interested to become members was sent out by the Committee on Membership to about 2850 teachers of Spanish in the high schools and colleges of the land. Of this list, necessarily a defective one, about 600 persons have applied for membership, either annual or life, and it is believed that within a year we shall be able to count a round thousand in our ranks. This is a remarkable start. This success would seem to indicate that the Association has been formed at the "psychological moment" and that all teachers of Spanish realize that an excellent opportunity is offered for concerted unity in an educational field

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which is growing so rapidly that its unorganization threatens to become disorganization and confusion.

We are under a debt of gratitude, which it will be difficult to discharge, to Mr. Huntington and to Mr. Cebrián for most generously providing us with funds with which to effect an organization. Expenses have been unavoidably large, chiefly for postage and printing, and without the help of these gentlemen our efforts would have been greatly hampered if not entirely nullified. To both of them the temporary president wishes at this time to express also his hearty thanks for many constructive suggestions and advice. We are peculiarly fortunate in having as our Honorary Presidents men so far-famed as patrons of things Hispanic.

To the members and especially to the chairmen of the four committees our thanks are due for many long hours of work and unflagging enthusiasm. As for our journal *Hispania,* it is being launched under the general editorship of probably our most enthusiastic fellow-member, Professor Espinosa. He is assuming a heavy responsibility, all for the love of the work. He deserves our heartiest co-operation and help. He and all of us are very glad that he will have associated with him as Consulting Editors two of our greatest Hispanists, Professor Fitz-Gerald and Professor Ford. And the Board of Associate Editors will, beyond a shadow of doubt, help form and support with unfailing zeal and co-operation the editorial policy set for *Hispania.* Both the high school and the college field are well represented in that Board.

So much as a *resumen* of the past. What of the future with its hopes and plans?

We stand at the threshold of new things in modern languages in the school and college world. Never before in the United States has there been in the field of modern languages such a breaking of the idols, such a groping for readjustment of ideas, such a need of new nation-wide orientation as that which we see at present. And in all this flux and shifting there stands forth at least one great salient fact,—the trend toward the study of Spanish in all our high schools and colleges.

For generations German has, due to tradition and propaganda, been the major foreign language in our curricula. It is losing, for

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obvious reasons and for reasons not so obvious, its predominant place and there are those who believe that it should not and never again will occupy that strong place it once held in our program of study. French, the language of that great republic so long maligned as decadent and unworthy, has like the nation which speaks that language, risen to a place of greater respect and popularity than it has ever before occupied in the minds of citizens of the United States. It will be taught more and more in our schools. But it has remained for Spanish to make such strides in growth as have never been made before by any language. The demand for opportunities to study Spanish equal to those now offered in French and German is tremendous and growing every day. This creates a situation of very great interest to all modern language teachers and one that is of surpassing moment to us teachers of Spanish.

It is fitting to ask at this point, what has caused the marked renascence of interest in Spanish during the past four years? An examination into the underlying reasons will be of help in determining the stability and worth of the movement.

In the first place, the renascence has been due to stimulus from the business world. The opening of the Panama Canal, the demand in South America since August, 1914, for our capital and the much greater need here than before of South American raw material,—hides, sugar, coffee, etc.,—the Pan-American Financial Congress, the establishment of the International High Commission, its trip through South America and its labors toward systematization of bank discounts, credits, consular invoices, etc., the establishment in Hispanic America of nine branches of the National City Bank of New York authorized by the Federal Reserve law of the United States, the growth in shipping facilities between our ports and those of South America, as, for instance, the recent establishment of a direct line of five steamers between New York and Valparaiso,—all of these things are either causes or effects of the, for us, rather well-concerted effort to "capture the South American trade." It is true, of course, that much of the success we are enjoying in our increased commerce with South America is due to peculiarly favoring conditions. War has broken down the competition which we would have otherwise met. But the fact remains that all these

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activities with Spanish-speaking lands have served to a marked degree to stimulate in our land the study of Spanish.

A second factor is the prejudice that exists against German, a natural phenomenon accompanying war against Germany. This prejudice has, whether rightly or wrongly conceived, operated to encourage the study of Spanish and, in lesser degree, French.

Thirdly, we may have been encouraged to study Spanish in the very erroneous belief that "Spanish is easy." No language is easy to acquire; Spanish least of all among the several Romance languages.

Fourthly, many are beginning to realize, though they have been slow to do so, that we Anglo-Saxons may possibly, after all, have overestimated our "superiority" and underestimated the Iberian and Ibero-American nations, their past glories and their present capabilities—in exploration, in commerce, in art, in literature, in politics. Among the many wrong conceptions of other people which the present war is serving to drive out of the heads of us North Americans, so proud in the past of our "splendid isolation," is the one that we are "superior" to our fellow-Americans in the republics to the south of us. As a result, we are interesting ourselves in Spanish and Portuguese.

The situation thus created we teachers of Spanish must look upon with mingled feelings,—with joy that at least Spanish is obtaining its equal place with other languages in the curricula of our institutions, and at the same time with deep concern because of the unpreparedness that exists to meet the demand for instruction in Spanish.

Our joy we can truthfully say is not a selfish one, is not merely because the favoring winds have veered in our direction, but it is based in the fact that our citizens are, consciously or unconsciously, laying, by their desire to study Spanish, the most inspiring and the most secure basis for real Pan-Americanism, for a reciprocal, sympathetic understanding between the republics of the new world. As President Butler of Columbia University has so well put it—"It will not be possible for the people of the United States to enter into closer relations with the peoples of the other American republics until the Spanish language is more generally spoken and written by educated persons here, and until there is a fuller appre-

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ciation of the meaning and significance of the history and civilization of those American peoples which have developed out of Spain."

Eighteen of the twenty-one nations of the New World speak Spanish. That language is their only medium in commerce, education, religion, daily life. Shall those fifty millions in eighteen nations be compelled to learn English in order to establish the "closer relations" referred to as so necessary, or shall the one hundred millions of our nation be expected to give a reasonable amount of time and effort to the acquirement of Spanish? English is at present studied by proportionately greater numbers in Spanish-speaking lands than is Spanish in the United States. We should at least make half of the advances on the way toward a complete understanding between the Americas.

Our concern at the present time is as marked as our joy. And for this reason: the number of teachers really well prepared to teach Spanish is lamentably small when compared with the demand for such teachers. Outside of the Far West and the Southwest of the United States few are those who possess a ready conversational ability in Spanish and who are therefore equipped to impart a correct pronunciation to students and to give oral practice to the extent and in the manner required by the most widely accepted and up-to-date methods of language teaching. The belief held even by some teachers of Spanish that the language is easy to pronounce or easy to understand, easy to read or to write, is frequently accompanied by the weirdest sort of pronunciation and general knowledge of the language on the part of the pupils of these teachers. Principals of high schools and superintendents of instruction, in common with thousands of educated North Americans, have shown either a marked ignorance of what Spanish has to offer the North American youngster or have shown a kind of dilettantism toward the teaching of the language that is at once exasperating, discouraging and thoroughly disorganizing. Add to all this the fact that the supply of suitable textbooks in some of the work in Spanish is as yet either inadequate or insufficiently varied or ill-adapted to the purposes for which they were planned, and then one has probably a fairly complete picture of the dark side of the situation.

But these hindrances should not be and will not be insuperable. Great numbers of teachers are preparing themselves for the teach-

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ing of Spanish. The summer courses and extension courses of the universities are being thronged with teachers seeking work in the Spanish language and literature. Courses in phonetics, in methods and material for teaching Spanish are gradually worked out and offered. The Southwest and the Far West are producing those who have an actual acquaintance with the living language and these people are seeking training in methods of teaching. Numerous publishers are busily engaged in supplying any shortage that may exist at present in the way of suitable textbooks. And everywhere *enthusiasm for Spanish* on the part of those who teach it and those who study it is surprisingly strong.

Let us delineate briefly some of the aims which our Association should strive to accomplish.

First, we should aim at a more thorough preparation of the high school teacher of Spanish. Too few of them have encompassed more than an elementary study of the language. In many cases only a year or two of study of it in college has been had, whereas most of the teachers of French or German began the study of the foregin language in the high school and continued that study throughout their undergraduate course and then did a year or more of graduate work in the language. There should be available to these teachers in every college and university advanced courses in the language and literature of Spain and Spanish America. Our Association surely can take steps to urge and encourage the establishing of such courses in the higher institutions. Again, too few of these instructors have had the benefit of experience in Spain or Spanish-speaking countries. They should be encouraged to spend their summers in Porto Rico, Costa Rica, Cuba, Colombia, Mexico or Panama, if they cannot get to Spain or the more distant countries of Spanish America. Residence for at least a short time in a Spanish land is almost a *sine qua non* for the Spanish teacher. Perhaps some day our Association may help to effect a plan for the interchange of teachers with Spanish-American lands or with Spain. Again, there is practically no body of methodology suited particularly to the needs of the teacher of Spanish. It is hoped that

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Hispania, the first journal published in this country particularly to aid the Spanish teacher, will meet this need.

Second, we should aid teachers of Spanish and educators in general to make a clear-cut evaluation of the worth of Spanish studies. There are at least four values that the study of Spanish offers and the teacher of the language should inform himself thoroughly about those values. The first is the commercial or practical value that Spanish has for the North American. No language from a purely business point of view is so useful today to North Americans as Spanish. This claim probably needs no elucidation, so self-evident is it. The second value resides in the disciplinary training it provides. Spanish, especially for the student who approaches foreign language study for the first time through that language, provides excellent material for the development of brain loops. Irregular verbs, an exceedingly rich vocabulary, peculiarly complicated verb idioms, unusually extensive use of the subjunctive, abundant aphorisms and elliptical expressions, very puzzling forms and uses of object pronouns—all these make Spanish worthy of the best mental effort. The third value of Spanish is that, contrary to the common and uninformed opinion of most North Americans, even of those in educational circles, there is embodied in the Castilian tongue one of the richest literatures of the world. Take the ballad: the old *romances* are a mine of popular poetry unquestionably superior to the ballad literature of any other nation. Or take the novel: the novel of adventure, *la novela picaresca,* was brought to its greatest perfection in Spain and culminated in that world masterpiece, the *Quijote.* The modern novel of Spain is almost *sin par.* As our own incomparable novelist and critic William Dean Howells says: "Take the instance of another solidified nationality [*having previously mentioned the Germans*], take the Spanish, and you have first-class modern fiction, easily surpassing the fiction of any other people of our time, now the Russians have ceased to lead." (Harper's Monthly, November, 1915).

What of Pereda, Alarcón, Valdés, Galdós, Valera, 'Azorín, Blasco Ibáñez and numerous others? What nation can excel their work of the last seventy-five years? Or take the drama. That of Spain is rightly called one of the three great national dramas of

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the world. From Lope to Echegaray and from Echegaray to Benavente, Martínez Sierra and Marquina the list is unsurpassable. Who writing drama this day even can approximate the wonderful work of Jacinto Benavente? More of the glories of Spanish literature could be added. Why, then is asked, if Spanish literature is so excellent, do we not hear more about it in the schools of our land? The answer is: because of tradition plus sheer neglect. Tradition says that only the literature of central Europe and of England is of value. The literary ideals of Germany, England and France have dominated us. Those of Spain have been neglected—probably because so few North Americans could read Spanish well enough to appreciate the literature it embodies.

The fourth and greatest reason for the study of Spanish in North America is that, as suggested in the early part of this article, a knowledge of that language among North Americans will do more than any other one thing to promote international amity in the Western Hemisphere. To secure to all Americans of all the Americas that liberty of thought and action so desired by all, to make possible at the same time that unison of effort and that shoulder-to-shoulder effectiveness which will make for democratic solidarity in the Americas, the two great national languages of the New World, English and Spanish, must be fostered in Spanish America and Anglo-Saxon America respectively. In this way much can be done to ward off the possibility of our hemisphere becoming some day the shambles that the Old World is now.

These, then, are the reasons for the "faith that is within us." For these things we must strive. Realization of our hopes for better prepared teachers of Spanish and a proper evaluation and defense of the study of Spanish are surely worthy objects to strive for. But we can realize none of these things as scattered individuals. Therefore, on the threshold of new things our watchwords should be: *TODOS A UNA* and *A DIOS ROGANDO Y CON EL MAZO DANDO.*

LAWRENCE A. WILKINS

New York, N. Y.

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THE OPPORTUNITY AND THE RESPONSIBILITY OF THE TEACHER OF SPANISH

A number of causes are working directly and indirectly in producing the unprecedented demand for Spanish in the schools and colleges throughout the country. Among these causes may be mentioned: the propaganda of the American Association for International Conciliation (with its splendid Pan-American Division); the All-Americas Association (with its important Trade Journal); the Pan-American Union (whose great value our public is only beginning to appreciate); the recent Mexican affair (with its A. B. C. arbitration and its subsequent Commission); the discussion in public of the various shipping bills (which are aimed primarily at Pan-American trade); the new venture of the National City Bank of New York (which in the past three years has already established nine branches, to say nothing of sub-branches, in Latin-American countries, and which is annually preparing a goodly group of promising young collegians for work in that field); the visit of a delegation of university men to the principal countries of South America in 1914 under the auspices of the aforesaid American Association for International Conciliation (which delegates have since been lecturing all over the country on Latin-American relations or writing books and articles on related subjects); the presence at Washington during the holidays of 1915-16 of the Second Pan-American Scientific Congress; the presence in this country of many representative Latin-Americans during the whole period of the San Francisco Exposition (many of whom remained among us during the year 1916); the further fact that many of these same delegates made long tours individually for lecture purposes throughout the central and southern states; and as a result of our own recent entry into the war, the intensified interest in the spiritual and political ideals of the twenty other sovereign states in the western hemisphere, in eighteen of which Spanish is the official language.

Our people are gradually coming to realize that President Butler of Columbia University was right when he said recently

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that in view of our international duties and privileges every American citizen ought to learn Spanish as his second language. If the present writer should make this statement in his own name he would instantly be accused of presenting a *pro domo* argument; but that charge cannot be laid at the door of Dr. Butler, who as president of a great university is not supposed to have any linguistic prejudice and who by reason of his training in the older linguistic school (Latin, Greek, French and German) would, if he had any prejudice at all, lean rather toward some language other than Spanish. As a matter of fact, in admitting that President Butler is right in the aforesaid statement, the present writer is contradicting some things that he himself has printed on former occasions, but this is not the time for him to enter upon either a justification or an explanation of his change of opinion.

It is to be hoped that young America, in turning to the study of Spanish, will not limit her interests to the merely commercial aspect of our international relations. The Hispanic American likes to be treated as a man, not merely as a business man. He likes to be understood morally, intellectually, socially, as well as commercially, and he likes to have people know that he has antecedents and forebears, and is not like Topsy who "never did have no father and mother but jus' grew." In other words, he likes to have others acquainted with the history of his own country, with its literature, art, institutions, and general culture, and with that of the mother-land; Spain or Portugal as the case may be.

But this increasing opportunity for informing our compatriots concerning the language, literature, life and ideals of our southern neighbors and of their ancestors brings with it enormous responsibilities.

In the first place we must be on our guard against losing judgment under the stress of this new demand for the language of our predilection. We ought never to descend to the position of mere propagandists and act as though we considered our own language specialty to be the only subject that should occupy the student's attention. A concrete example will show best what I mean. During the registration period at this University, one of the advisers, a member of the department to which I belong, was being consulted by a student who wished to take the language

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in our department without continuing German of which she had had only three semesters. The adviser in question declined to approve such a program. He informed the student that he would approve of her taking up the study of the Romance language in question provided she continue her German for a fourth semester, or that he would approve her taking that fourth semester of German at once and postponing the beginning of the study of the Romance language in question until a later semester. The adviser was careful to explain to the student that the reason for insisting upon a fourth semester of German was the belief of the faculty that less than two years of a given language is not sufficient to give the student a permanent hold on that language and that to permit her to stop her German at that point would be tantamount to throwing away the three semesters of work already done. I thoroughly approve of the attitude of the aforesaid adviser and commend the practice to all language teachers whenever similar problems arise. It is particularly desirable that our Hispanists shall not lose their sense of perspective by reason of the present enthusiasm for Spanish, since we are all of us, I take it, teachers of students rather than teachers of subjects.

Another responsibility that lies heavy upon us is that of finding adequately prepared teachers in sufficient numbers. Despite the increased use to which we are putting one or another form of the direct method we must not allow ourselves to fall into the practice of using a native teacher whose only qualification is the fact that he was born in a Spanish-speaking country. We do not think of putting native born Americans in charge of our English classes unless they have been especially trained in the teaching of English. The leading masters of the direct method, Dr. Walter of Frankfurt, and Dr. Rouse of Cambridge, are themselves masters not only of the language which they teach but of the language of their pupils and are able instantly to give in the vernacular the exact equivalent of the unintelligible foreign word that may have just been used in the lesson.

An explanation of the thing I have in mind will be found in a discussion that I had two years ago with a distinguished South American university professor of English, who speaks English admirably. I asked him point blank what kind of teachers he wished to have in his English department. His reply, briefly

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summarized, was as follows: "For all courses of regular instruction I insist on having natives of our own country who have not only been well trained in the best courses we give in English, but who have studied for a considerable period either in England or the United States, and who have thus become thoroughly conversant with English and American history, culture and literature, as well as with the idiomatic practices of the English and the Americans. My reason for this is twofold: first, psychological; our compatriot knows all the difficulties that his pupils must meet, because he has had to meet them himself (this reason of course deals with the very fundamentals of pedagogy); and second, patriotic: I do not approve of having regular instruction in the hands of foreigners who seldom are able to acquire the point of view of their pupils, and who, even in the rare cases that do acquire such a point of view, have had to go through a long period of residence during which they did not have this point of view. All this of course does not mean that I do not wish to have any English or Americans in my department. Quite the contrary. For practice courses, both elementary and advanced, I welcome both English and Americans who shall have made the teaching of English their specialty, and who shall have attained some fluency in the speaking of Spanish, so that when the student wishes to ask how in English certain ideas are expressed and himself expresses those ideas in some Spanish idiom, the English or American teacher shall know exactly the import of the phrase that the Chilean pupil is trying to transfer into English. For this latter work I naturally do not want the mere hack who happens to have a glib smattering of the language of his prospective pupils coupled with a slovenly use of his native tongue. I insist upon having brainy young English or American collegians, who, for the sake of the traveling experience, are willing to spend two or three years in a foreign country, and in a university atmosphere, while they are earning their way in a dignified, although temporary, position. In other words then, my regular permanent positions are for my compatriots trained as aforesaid, and my temporary practice positions are for the type of English or American that I have indicated."

This should be very largely, *mutatis mutandis*, the ideal that we should hold up before our American teachers who wish to

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devote themselves to Spanish. But lest I be accused of opposing the employment of any foreigners in teaching positions in the United States, let me give a bit of personal history. In the course of my student career in this country it was my privilege (and I consider it one of the blessings of my life) to come under the instruction of three distinguished foreigners, whom I love and admire: a German, a Frenchman and an Italian, and I trust that I may be pardoned for mentioning them specifically. In high-school days I fell into the hands of Charles F. Kayser, now head of the department of German in Hunter College, New York, who taught me German and Latin. In college and university days I had Professor Adolphe Cohn, Emeritus Professor of Romance Languages and Literatures in Columbia University, who taught me French; and Carlo Leonardo Speranza, late Professor of the Italian Language and Literature in Columbia University, who taught me Italian and Spanish. In all three of these cases the gentlemen mentioned were masters not only of the languages which they taught me but also of English, which they spoke with an elegance that is lacking in the style of many of our professors of American birth and breeding. Furthermore, in addition to this unusual mastery of spoken and written English, they were possessed of a keen insight into the ideals and psychology of their pupils, as I could demonstrate extensively if space permitted. Such men should always be welcome in the educational system of our American democracy.

Young men from Spain and Spanish America who have received special training as teachers of Spanish and who have a good knowledge of English, therefore, should always be welcomed as teachers of Spanish in our schools and colleges; and especially those recommended by the Junta para Ampliación de Estudios, Madrid, of which Menéndez Pidal is director.

There is another phase of this difficulty of finding adequately prepared teachers. I mean the danger of allowing the public to think that we are deliberately accepting teachers not well prepared, and the danger of criticizing unjustly teachers upon whom may have been laid a burden of responsbility for which they were confessedly not prepared, although they are doing their best to acquire the necessary preparation as soon as possible. Again I can best explain what I have in mind by a concrete example that

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came under my own observation and which to my certain knowledge can be duplicated in many places. A teacher in a high school at X was informed one spring that she would have to teach an elementary Spanish class the following year. (The circumstances which brought about this state of affairs do not concern us here but I may add that I know they were imperative.) The teacher in question was a graduate of one of our leading universities and had specialized in English, French and Latin, and was teaching English. She took a double summer session course in Spanish at another of our leading Universities, spending eight hours a day in a Spanish atmosphere. On that preparation, plus what she could get in private lessons during the succeeding academic year, she was obliged to carry an elementary course in her high school. Knowing her own deficiencies she took a summer session course at a University near her home, for obvious financial reasons. By the beginning of the third summer she had recouped her finances and spent the summer at the summer session at Madrid. The fourth summer her finances forced her again to study at a nearby University. (The nearby University in both these cases possesses a strong Spanish department.) A fifth summer was spent at a distant University with a strong Spanish department and the sixth summer again found her at the nearby University, where a visiting professor was so impressed with her ability and attainments that he offered her a teaching fellowship for the succeeding year if she could obtain leave of absence for that purpose from her school. The authorities in that school had vision broad enough to be willing to permit such leave of absence and the lady spent the year in residence at the aforesaid University, from which she obtained the degree of Master of Arts. She is today considered, by college authorities whose opinion counts, the best teacher of Spanish in the high schools of her State. The statement could hardly have been made concerning her first year's teaching of Spanish, and no one knew it better than she. It would have been obviously unfair for her superior officers or the general public to criticize her at that time for not having attained the level of excellence to which she has since risen. She would, however, have been just as obviously open to legitimate criticism if she had lost courage and given up in her striving for better preparation.

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Although in the aforesaid case the teacher acquired the necessary preparation by dint of long work and great personal sacrifice, our public and our school boards should be brought to see the desirability of attaining such ends more speedily. At this very moment there is before the National Education Association a proposal that some means be found by which the school boards and the public may aid financially in the acquisition of this very expensive and yet absolutely necessary equipment.

In all the foregoing I would not for a moment be understood as holding a brief for poor teaching or inadequate equipment, but I do feel that, as a matter of plain justice, our judgment of teachers and their performance in this transition period should be tempered with reason; and that at the same time the teachers who are obliged to assume this new work should feel also under obligation to deserve this tempered judgment by putting forth their utmost efforts, both intellectual and financial, to acquire as speedily as possible the equipment that will place them beyond the need of such tempered judgment.

To this same end I would recommend that both school board and university offer scholarships to teachers who are suddenly brought face to face with the necessity of becoming masters of subjects other than the one for which they had originally prepared.

By a ruling of the Board of Trustees of the University of Illinois, all high-school teachers in Illinois, and all other teachers in the State who are qualified to matriculate in the University as regular students, are entitled to Summer Session scholarships, exempting them from payment of the tuition fee. To matriculate regularly in the University, one must satisfy in full the entrance requirements for some one of the colleges. By a more recent resolution of the Board of Trustees, the scholarship privilege is extended to graduates of the Illinois State normal schools, class of 1916, and to persons (otherwise qualified) who have not been teachers the past year, but who are under contract to teach in the state during the coming year.

Probably other states have similar arrangements through the State University; but this does not go quite far enough since, in the proper preparation for a teacher of Spanish, there must be a period of somewhat lengthy residence in a Spanish-speaking country and naturally the preference would in most cases be for

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Spain, because she is the mother of them all, and because of the splendid summer course and the three trimestrial courses organized by the Junta para Ampliación de Estudios in the University of Madrid. This residence abroad could be most easily and effectively financed by some such arrangement as the aforesaid scholarships, which could be surrounded by conditions that would amply protect the interests of the school boards or of the university which granted them.

JOHN D. FITZ-GERALD

University of Illinois

FIRST ANNUAL MEETING

THE AMERICAN ASSOCIATION

OF TEACHERS OF SPANISH

DECEMBER 29, 1917

IN NEW YORK CITY

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HISPANIA

The conditions which have made necessary the organization of the American Association of Teachers of Spanish have been fully and clearly stated in our circular of last May, and with more eloquence and force in the article of President Wilkins now published. *Hispania,* the official organ of the new Association, is entrusted with the carrying out of its policies and purposes. I have accepted the editorship of *Hispania* with humility and with a full appreciation of the great responsibility of the office, but also with a firm determination to do all that is in my power to conduct it in a manner befitting the importance, usefulness and dignity of our cause. We have a high and worthy mission to perform, and with mutual help and co-operation we should achieve some degree of success.

The betterment of the teaching of Spanish in our schools and colleges is our chief aim. The pedagogical side of our work, however, is to be viewed from a broad standpoint. Real, sympathetic teaching involves more than mere class drill or reciting lessons from textbooks. The American teacher of Spanish of tomorrow must be well prepared not only in the ordinary school and college disciplines which involve a good knowledge of the language and literature of Spain and the ability and enthusiasm necessary for successful teaching. Equally necessary is a complete and sympathetic understanding of the history and culture of Spain and Spanish America. For these reasons, *Hispania,* aside from giving to problems of pure pedagogical interest the great attention which they deserve, will also attempt to interpret sympathetically to our pupils and teachers of Spanish the history and culture of the great Spain of the past and present.

Our journal has the noble mission of improving the teaching of Spanish in our schools, colleges and universities, with the active co-operation of teachers and scholars of national and international repute, men and women who believe in the cause of education and who maintain high ideals as teachers and investigators. Our Asso-

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ciation begins its existence with the vigor and enthusiasm of youth. *Hispania* has no apologies to give for its appearance. The policy of the editors will be the proper execution of the policies and purposes of The American Association of Teachers of Spanish.

The editor of *Hispania* takes great pleasure and pride in announcing that President Wilkins, who was authorized at the April meeting of our Association to appoint the editor, consulting editors and associate editors for a period of five years, has named the following persons to assist him in the editorial work: Professors John D. Fitz-Gerald of the University of Illinois and J. D. M. Ford of Harvard University, consulting editors; and Mr. Percy B. Burnet of Manual Training High School, Kansas City, Mo., Professor Alice H. Bushee of Wellesley College, Dr. Alfred Coester of Commercial High School, Brooklyn, Professor James Geddes, Jr., of Boston University, Mr. George W. Hauschild of Manual Arts High School, Los Angeles, Mr. Joel M. Hatheway of High School of Commerce, Boston, Professor George T. Northup of the University of Chicago, Professor George W. Umphrey of the University of Washington, and Mr. Lawrence A. Wilkins of De Witt Clinton High School, associate editors. The name of Mr. Wilkins has been included in the Editorial Staff at the urgent request and insistence of the editor, the consulting editors and other members of the Association. It is not necessary to state that the above named teachers of Spanish are teachers and investigators of national and international reputation, and that they have at heart, above most other professional considerations, an enthusiastic desire to further and improve the teaching of Spanish in the United States.

Some of the members of the Editorial Staff will have charge of certain definite tasks.

BIBLIOGRAPHY. The editors plan to make the bibliographical section one of the most important features of *Hispania*. Teachers of Spanish who do not live in the proximity of the large colleges and universities do not have access to the bibliographical material published by such excellent publications as the *Revista de Filología Española*, edited by R. Menéndez Pidal, and for this reason a fairly complete current bibliography of all Spanish books that may be of interest to our teachers of Spanish should be of very great value to the members of our Association.

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The bibliographical section is in charge of Professor Fitz-Gerald and Mr. Hatheway.

Professor Fitz-Gerald will list, give a brief notice in most cases, and review or have reviewed when the publication is of sufficient importance to our members, all books on Spanish language, literature, philology, history, politics, art, etc., that in his judgment may be of interest to us. Book companies and publishing houses from all countries, especially the United States, Canada, England, Spain and Spanish America, are requested to send their publications directly to him for our bibliographical section. School texts are not to be included here.

Mr. Hatheway will list, and in all cases give also a brief notice for the benefit of teachers, all textbooks for the study of Spanish, especially those published in English-speaking countries, grammars, composition and conversation books, readers, commercial grammars and readers, realien, literary texts, etc. Book companies and publishing houses, especially in the United States, Canada and England, are requested to send their publications directly to him for our bibliographical section.

THE LANGUAGE JOURNALS. *Hispania* will have a special section devoted to reviews of all language journals that may be of interest to teachers of Spanish. This section will be in charge of Professor Northup. Professor Northup has access at the University of Chicago to many of the scientific language journals that are of interest to us. The editors of *Hispania* will gladly send *Hispania* in exchange for any of the language journals, especially the pedagogical language journals published in the United States, Canada, England, Spain and the countries of Spanish America. The journals received, if of interest to teachers of Spanish will all be reviewed by Professor Northup. All journals of the nature indicated should be sent directly to Professor Northup, who will arrange for exchange.

HISPANIC NEWS. One of the most important features of our journal will be a section devoted to current news from the Hispanic world: brief accounts, reviews and notices concerning current events and developments from all Spanish countries, and from countries where things Spanish are studied and appreciated. The Hispanic News will deal largely with current developments in language, literature, history and art, but due attention will be given

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also to politics and other matters. This important section will be in charge of Dr. Alfred Coester, whose recent publication, *The Literary History of Spanish America,* has aroused great interest among those interested in the literature of our southern neighbors. It is hoped that the editors of journals that treat of current events from Spain and Spanish America will send their publications to Dr. Coester, and *Hispania* will be gladly sent in exchange.

NOTES AND NEWS. The University Notes and News will be in charge of Professor Wagner of Michigan, assisted by Mr. Louis Imbert of Columbia University. The High School Notes and News will be in charge of Mr. Burnet, assisted by Mr. Max A. Luria of De Witt Clinton High School, New York, Miss May Ventrees of Fullerton, California, and Miss Elizabeth Casey of Kenilworth, Ill.

SPECIAL CONTRIBUTORS. It is with great pleasure that we announce also a list of special contributors, a few specialists, who, sacrificing all personal interests, have consented to give *Hispania* the fruits of their ability and knowledge of things Spanish. Aside from an inspiring article by the recognized leader of modern Spanish philological scholarship, Don Ramón Menéndez Pidal, which will appear in the February number of *Hispania,* the following important articles will appear from time to time:

Fonética Castellana, by Tomás Navarro Tomás, director of the Laboratory of Experimental Phonetics at the Centro de Estudios Históricos, Madrid. Mr. Navarro Tomás, who is one of the highest authorities on Spanish phonetics, will prepare for *Hispania* a series of articles for the special benefit of secondary school teachers. The editors of *Hispania* consider it a special privilege to publish these articles and feel that they will be of the greatest possible benefit to our teachers of Spanish.

Lengua y Literatura Españolas, by Américo Castro, professor of Spanish Philology at the University of Madrid. Professor Castro is a pupil of Menéndez Pidal and an authority in the language and literature of Spain. He will write for *Hispania* a series of articles of a popular character on various phases of the Spanish Language and Literature.

Tierras de España, by Professor Ramón Jaén of the University of California.

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La Novela Española Contemporánea, by Don Felipe Morales de Setién, Instructor in Spanish in Leland Stanford Junior University.

The Literature of Spanish America, by Dr. Alfred Coester, and Professor G. W. Umphrey.

Spanish in the Secondary Schools, by Mr. Lawrence A. Wilkins.

Other special contributors will be Professors Fitz-Gerald, Ford, de Onís, Dr. Hills, Librarian of the Hispanic Society, and others.

AURELIO M. ESPINOSA

Leland Stanford Junior University.

FIRST ANNUAL MEETING

The First Annual Meeting of The American Association of Teachers of Spanish will be held on Saturday, December 29, 1917, at the College of the City of New York, 139th St. and St. Nicholas Terrace, New York City. This will be on the day following the close of the meetings of the Modern Language Association of America which will be in session December 26, 27 and 29 in New Haven, Conn. A program of addresses will be given in the morning and a business meeting will take place in the afternoon. There will be a "get-together" luncheon between the two sessions. This will probably be served in the same building as that in which the meetings are held. The Spanish Ambassador, Sr. Juan Riaño, and the Argentine Ambassador, Sr. Rómulo S. Naón, have been asked to address the meeting. Professor Moreno-Lacalle of the United States Naval Academy will read a paper on "The Teaching of Spanish Pronunciation" and Professor Federico de Onís will also speak.

It is earnestly hoped that all who can possibly get to New York for this meeting will do so. Let us make this First National Meeting of our Association memorable.

L. A. W.

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THE PROPOSED CONSTITUTION

Proposed Constitution of the American Association of Teachers of Spanish, as submitted by the Committee on Constitution, of which Professor Ventura Fuentes is chairman, to be voted on at the first annual meeting of the Association to be held in New York, December 29, 1917.

Article I. Name.

The name of this Association shall be The American Association of Teachers of Spanish.

Article II. Purpose.

The purpose of this Association shall be the advancement of the study of the Spanish Language and Literature through the promotion of friendly relations among its members; through the publication of articles and the results of investigation by members, or others; through the presentation and discussion of papers at annual meetings; and through such other means as may tend to promote the efficiency of its members as teachers of Spanish.

Article III. Membership.

1. The membership of this Association shall be composed of two classes: active and honorary.

2. Active membership shall be open to all teachers of Spanish and to all those interested in the teaching of Spanish.

3. Any teacher of Spanish or any one interested in the teaching of Spanish may be eligible to honorary membership in the Association; and if elected shall enjoy all the privileges of membership except the right to vote.

Article IV. Officers.

1. The officers of this Association shall be a President, three Vice-Presidents, a Secretary-Treasurer, and an Executive Council consisting of these five officers and four other members.

2. The term of these officers shall be one year, except the Secretary-Treasurer, who shall hold office for two years.

3. Elections shall be held at each annual meeting, and all officers shall be elected by a majority vote.

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4. Vacancies occurring between two annual meetings shall be filled by action of the Executive Council.

Article V. Duties of Officers.

The President, Vice-President, and Secretary-Treasurer shall perform the usual duties of such officers.

The Executive Council shall perform the duties hereinafter provided.

Article VI. Election of Members.

Nominations for membership shall be made to the Secretary-Treasurer of the Association by any member.

All persons receiving the affirmative vote of a majority of the Executive Council shall become members of the Association upon payment of the annual dues.

Article VII. The Executive Council.

1. The President shall act as Chairman of the Executive Council.

2. The Council shall make all arrangements for the annual meeting, and shall send a copy of the program at least one month in advance to every member of the Association.

3. The Council may appoint committees to investigate and report upon subjects germane to the purposes of the Association.

Article VIII. Dues.

1. Each Active Member shall pay two dollars to the Secretary-Treasurer as annual dues, and no member who is in default shall be qualified to exercise any privilege of membership.

2. Any person who is in arrears more than one year may be dropped from the rolls.

3. Honorary Members shall be exempt from the payment of dues.

4. Any member, or any person eligible to membership, may become a life member by a single payment of 25 dollars.

5. All dues shall include an annual subscription to *Hispania*, the quarterly journal published by the Association.

Article IX. Official Organ of the Association.

1. The official publication of this Association shall be known as *Hispania*, and it shall appear quarterly.

2. The Editorial Staff of this publication shall be appointed by the President, and shall consist of the following: An Editor, two

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Consulting Editors, nine Associate Editors, and an Advertising Manager.

3. These shall hold office for five years, except the Associate Editors, who shall be appointed as follows: The first year the President shall appoint three Associate Editors for a term of one year, three for two years, and three for three years. Thereafter, the President shall appoint annually three Associate Editors for a term of three years.

Article X. Annual Meeting.

The Association shall meet annually at such time and place as the Executive Council may select, and those present shall constitute a quorum.

Article XI. By-Laws.

By-Laws may be adopted at any annual meeting of the Association.

Article XII. Amendments.

1. The Constitution may be amended by a two-thirds vote of those present and voting at any annual meeting; provided that written notice of any proposed amendment shall be sent to the Secretary-Treasurer by at least five members of the Association in time to be published in the last issue of *Hispania* prior to the meeting at which it is to be voted upon.

2. It shall be the duty of the Secretary-Treasurer to cause to be published in *Hispania* all amendments thus proposed.

By-Laws.

1. Nominations for Office. At each annual meeting the President shall appoint a committee of five, not officers of the Association, to present nominations for the offices to be filled at the next annual meeting. The nominations shall be printed in the form of a ballot in the last issue of *Hispania* previous to the annual meeting; and a blank space shall be provided for each office, under the name of the candidate nominated by the committee, upon which additional nominations may be made. Members who do not intend to be present at the annual meeting may then use these ballots to send their votes by mail to the Secretary-Treasurer, who shall, at the meeting, count these mail votes with those cast at the meeting.

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Nominations of the first officers of the Association shall be made for a term of two years, and the first officers elected will, accordingly, hold office for two years.

2. Meetings of the Executive Council. A special meeting of the Executive Council shall be called by the President on the written request of at least four members of the Council, and notice of such meeting shall be sent to every member two weeks in advance.

3. Local Branches. Local branches may be organized by fifteen or more members of the Association in regional groups of institutions, for such purposes not inconsistent with the Constitution and By-Laws of the National Association as such branches may determine. The Constitutions of such branches must be approved by the Executive Council of the National Association, and the members must all be in good standing in the parent organization. No dues shall be required in the local branches unless the members so desire, and the expenses of a local branch shall be met by the National Association up to an amount not to exceed fifty cents per member per year; provided the expense account of said branch has been approved by the Executive Council of the National Association.

LETTER FROM THE SECRETARY-TREASURER

Dear Colleagues:

The circular of May 21, 1917, sent to 2800 teachers of Spanish in the United States was received with an enthusiasm such as can only be expected from those who are interested in the Spanish language. Within a month nearly five hundred persons had enrolled in the American Association of Teachers of Spanish, many of whom paid dues either annual or life at the time of enrollment. This *afán* gave confidence and the resources to prepare the number of *Hispania* now in your hands. The periodical should be the means of turning many hesitant teachers into active members of the Association so that the present roll of six hundred will become a thousand.

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To our life members has been mailed a certificate in the following form:

The American Association of Teachers of Spanish

Se certifica por medio del presente que

Don FULANO de TAL

es SOCIO VITALICIO de

esta Sociedad

habiendo pagado las cuotas correspondientes.

Dado el—de—de 1917.

The Treasurer will be pleased to mail others upon request, accompanied by the dues, $25.

Certain matters of business now lie before the Association. The most important is to complete our organization by the adoption of a constitution and the election of officers. On another page you will find a blank ballot on which to record your will and opinion. Please do your duty and return it by December 10th.

Concerning the payment of dues, the Secretary-Treasurer wishes to say that the members of the Association can save it a considerable sum of money if they will be willing to do the following things. First, send the money for your dues at once without the necessity of mailing you a special request for payment. Second, forego a receipt for the dues; as a list of paid-up members will be printed in the February number of *Hispania,* let that suffice. Third, if you live in the south or west, send your dues by postal money order unless your bank is affiliated with the Federal Reserve Bank. Checks on other banks and trust companies are charged a collection fee in New York, some from the more distant localities as much as ten cents.

The Committee on Nominations, of which Professor Fitz-Gerald is chairman, submits the following list of nominations as officers for the years 1918-1920. The Committee wishes it understood that any member may substitute on his or her ballot any desired name for any given post. Please vote by placing a cross in the square to the left of the nominee or the substitute.

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President.

Lawrence A. Wilkins, Board of Education, New York City.

(Substitute)

First Vice-President.

Rudolph Schevill, University of California.

(Substitute)

Second Vice-President.

E. W. Olmsted, University of Minnesota.

Third Vice-President.

Charles P. Wagner, University of Michigan.

Secretary-Treasurer.

Alfred Coester, Commercial H. S., Brooklyn, New York.

Executive Council.

In addition to the foregoing officers:

Clifford G. Allen, Leland Stanford Junior University.

Capt. C. P. Harrington, Culver Military Academy, Ind.

Josephine W. Holt, John Marshall H. S.,Richmond, Va.

J. Warshaw, University of Missouri.

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	Vote on Constitution:
	Do you approve the Constitution herewith submitted?
	If you do not approve of it as submitted, what suggestions do you wish to make?.....
	.....
	.....
	.....
	.....
	First Annual Meeting:
	Do you expect to be present at the First Annual Meeting to be held in New York on the 29th of December?

The Secretary-Treasurer requests that members who have not already paid their membership dues, and all new members, send in with their vote the following blank properly filled out:

THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH

To the Secretary-Treasurer:

Please accept my application for {annual / life} membership in THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH.

I enclose {two dollars for 1918 dues. / twenty-five dollars for dues.}

Name.....

Annual dues $2.00

Address.....

Life Membership $25.00

Institution.....

Date.....

ALFRED COESTER,
Temporary Secretary-Treasurer,
1081 Park Place, Brooklyn, New York.

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NOTES AND NEWS

On Saturday morning, October 6, 1917, Mr. L. A. Wilkins, inspector of Modern Languages in the City of New York, delivered a most interesting talk before the Modern Language Section of the High School Teachers' Association of the City of New York, on the "Requirements of an Up-To-Date Modern Language Teacher."

Mr. Wilkins is the editor of a valuable little publication called "Bulletin of High Points." This bulletin always carries a well-written editorial by the editor, numerous notes, announcements, reports, syllabi, etc. Another notable feature of the bulletin is the section devoted to "High Points" in the teaching of modern languages. Here is included an account of the most useful devices, methods, stunts, etc., observed by Mr. Wilkins in his rounds of inspection. In a word, it is unique, original and useful.

The City of New York is making rapid strides in the teaching of Spanish. The student body is growing by leaps and bounds. Every one of the high schools in the city has a course in Spanish. The universities and colleges are continuing to add courses in undergraduate and graduate Spanish. Hunter College has just added a course in Materials and Methods in the Teaching of Spanish. This course is under the direction of M. A. Luria, of the De Witt Clinton High School.

Residents of Chicago have recently been offered the rare treat of seeing a classic Spanish drama well acted and sumptuously staged. The play was "The Judge of Zalamea," Fitzgerald's well known rendering of Calderón's *Alcalde de Zalamea*. The credit of this production is due to Mr. Leo Ditrichstein and his managers.

The attitude of the Chicago dramatic critics was disappointing. Most of them showed not the slightest understanding of Calderón and affected an attitude of amused superciliousness. One spoke slightingly of the play for no better reason than that it was three hundred years old. If a statute of limitations is to be applied to masterpieces, many a greater writer than Calderón will be ruled out. In contrast to this unsatisfactory "high brow" attitude that of the "low brows" was all that could be desired. The audiences thoroughly enjoyed the performance, even if they failed to grasp all the

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nicties of the *pundonor*. And why should they not? The *Alcalde de Zalamea* is replete with dramatic situations, the characters are developed with a care rarely to be found in Calderón's works, and the strong note of democracy struck in this piece is well calculated to appeal to the most democratic of peoples. Add to this that no money has been spared in costuming and scenery.

The Chicago board of education has recently voted to introduce the teaching of Spanish and French into the seventh and eighth grades of the public schools. They have wisely refused to yield to the popular demand to suppress all teaching of German, but with equal wisdom have decided that the pupil should be given a chance to choose between the three languages named.

Don Felipe Morales de Setién, a special pupil of Menéndez Pidal, Licenciado en Filosofía y Letras from the Universidad Central, Madrid, has been appointed instructor in Spanish at Leland Stanford Junior University. Aside from teaching elementary language courses he will give a course of lectures on the History of Spanish Civilization.

Mr. C. B. Drake is Instructor in Spanish in the University of Chicago.

Señor Carlos Castillo has accepted an assistant professorship of Spanish in the University of Indiana.

Mr. Winter, late of the University of Kansas, has been appointed civilan instructor in Spanish at the United States Naval Academy.

Mr. Leslie Brown, late instructor in Spanish at Harvard, has accepted an assistant professorship of Spanish at the University of North Carolina.

Miss Rosalina Espinosa, B. A., University of Colorado, 1917, has been appointed instructor in Spanish in the University of New Mexico.

Miss Benicia Bantione, teacher of Spanish in the Manual Training High School, Denver, Colorado, spoke in that city before the Modern Language Section of the Teachers' Convention held there on November 1, 2, and 3. She presented a very clever and forceful argument for the study of Spanish on a par with the study of French and German. Miss Bantione has faithfully fought for a wider recognition of Spanish in the Denver schools for a number of years.

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OBITUARIES

W. H. FRASER

By reason of the recent death of Professor W. H. Fraser of the University of Toronto, Spanish studies have lost a staunch friend. Professor Fraser was born at Bond Head, Simcoe Co., Ont., in 1853. He prepared for the university at Bradford High School, and then, after several years of teaching in country schools, entered the University of Toronto. He was graduated in 1880 and soon after became master of French and German at Upper Canada College, Toronto. After a year of study passed abroad in 1886, Professor Fraser was appointed head of the department of Italian and Spanish in the University of Toronto. He had nearly completed 30 years of faithful and brilliant service in his alma mater when death called him, December 28, 1916.

Professor Fraser is best known in the United States as one of the authors of several very successful French and German grammars. It will therefore surprise many to learn that he had taught neither of these languages for over 30 years previous to his death. While his name was familiar to all Romance scholars, few in this country knew him intimately. He seldom attended the meetings of the Modern Language Association, and never contributed to technical journals. His interests were broad rather than specialized.

Teachers of Spanish should never forget that Professor Fraser was the first departmental head on this continent to organize a four year course in Spanish. This is the more remarkable because to this day no other Canadian university includes Spanish in its curriculum; the same is true, I believe, of all Canadian high schools. As an administrator his career was one long struggle, characterized by many disappointments, but rewarded with many conspicuous successes. His first task was to engage in newspaper propaganda to gain for his university adequate financial support from unwilling legislatures. Next he embarked in a campaign to secure for the modern languages their rightful place of equality with the traditional classic subjects. To the end of his life he was forced to contend to ensure a dignified status for the two "minor" languages which he professed. Education in Canada is bureaucratic, state-controlled. Admirable as this system is in many respects, it makes very difficult the task of the educational reformer. Entrenched conservatism is buttressed with acts of parliament. Only a popular demand can readily effect a change. Happily there are many signs of such a demand in Canada at present. Canada is experiencing a reflex of the vast interest in things Spanish now felt south of the line. Newspapers and politicians are beginning to clamor for more instruction in Spanish. Teachers' meetings frequently discuss the question. Everything now indicates that Spanish has a bright future in

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Canada. It will soon be taught in many secondary schools and then universities can no longer ignore it. The growing importance of Spanish in the mother country, too, works to the same end. (Leeds and the University of London have recently founded chairs of Spanish.) And when this result is brought to pass, no small part of it will be due to the life work of Professor Fraser. Professor Fraser has many claims to gratitude on the part of modern language teachers. Teachers of Spanish will remember him as the pioneer of the Spanish movement in Canada.

G. T. NORTHUP

University of Chicago

ALBERT FREDERICK KUERSTEINER

Albert Frederick Kuersteiner, Professor of Romance Languages in Indiana University, died on June 9, 1917, after a long illness. Professor Kuersteiner was born in New Orleans, November 9, 1865, received his A. B. degree from the University of Cincinnati in 1888 and his Ph. D. from Johns Hopkins in 1904. As a teacher he served in Wabash College, the Hughes High School of Cincinnati, and Indiana University, and was best known in the field of French and Spanish. The salient characteristics of his teaching were thoroughness, accuracy and enthusiasm.

While his published work touches the broader field of pedagogy (*School Review*, 1911), and his death left completed a French grammar in manuscript, his chief contributions were in the domain of Spanish. Several articles on French and Spanish phonetics (*Maître Phonétique*, X and XI), and reviews of Traub's "*Spanish Verb*" and Colton's "*Phonétique Castillane*" (*Mod. Lang. Notes*, XVIII and XXVII) were but accessories to his real life work, which was a study of the "*Rimado de Palacio*" of Pero López de Ayala. The doctoral dissertation on the use of the "*Relative Pronoun in the Rimado de Palacio*" (*Revue Hispanique*, 1911) is a study of permanent value. The edition of Ayala's first "*Cantica sobre el Fecho de la Yglesia*" (*Studies in Honor of A. Marshall Elliott*, 1911) foreshadows the method to be employed in the edition of the "*Rimado de Palacio.*" The edition, now in press, will appear as one of the volumes of the *Bibliotheca Hispanica*, and will inevitably prove the definitive version of this important old Spanish poem.

The death of Professor Kuersteiner is a severe loss not only to those who knew and loved him but also to the cause of scholarship and education. His critical work shows surety of method and accuracy of detail, while his labors in the field of teaching have left a lasting imprint, especially on the colleges and secondary schools of Indiana.

C. C. MARDEN

Princeton University

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BIBLIOGRAPHY II. SCHOOL TEXTS

Books published in 1915-1916.

Elementary Spanish Grammar

by Professors Aurelio M. Espinosa and Clifford G. Allen of Leland Stanford Junior University.

367 pages. Contains practical exercises for reading, conversation and composition. Despite the title, the book is complete enough for most high schools and many colleges. Illustrated.

1915—American Book Co. $1.25

A Spanish Grammar

by M. A. De Vitis of the Frank Louis Soldan High School, St. Louis.

352 pages. Elaborate exercises in conversation and composition, frequent reviews, treatment of Spanish letter-writing and commercial correspondence. Illustrated.

1916—Allyn and Bacon. $1.25

Spanish Commercial Correspondence

by Professor Arthur F. Whittem of Harvard University and Manuel J. Andrade.

322 pages (146 text). Reading material, composition exercises, questions on the first ten letters, table of abbreviations, vocabulary and index.

1916—D. C. Heath & Co. $1.25

A Trip to South America

Exercises in Spanish Composition

by Professor Samuel M. Waxman of Boston University.

104 pages (69 text and exercises). Appendix of irregular verbs, Spanish-English and English-Spanish vocabularies. The style is colloquial throughout.

1916—Heath & Co. 50c

Elementary Spanish Reader

by Professor Aurelio M. Espinosa of Leland Stanford Junior University.

208 pages (124 text). Contains easy, practical selections from both popular and learned sources in prose and poetry, with exercises for conversation. Illustrated.

1916—Benj. H. Sanborn & Co. 90c

First Spanish Reader

by Erwin W. Roessler and Alfred Remy,
both of New York High School of Commerce.

248 pages (155 text). The Spanish material consists of both prose and verse. A few songs are given with music. Thirty pages of questions follow the text. The first part of the book is very simple and easy.

1916—American Book Co. 68c

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The Spanish-American Reader

by Ernesto Nelson.

380 pages (320 text). Elaborate foot notes, incomplete vocabulary. An exceedingly interesting and valuable reader, suitable in its present form for advanced pupils.

1916—Heath & Co. $1.25

First Spanish Book

by James H. Worman.

A slightly improved edition of a well known text book, 126 pages (98 text). Four pages of class room Spanish have been added.

1916—American Book Co. 48c

Lecturas Fácilles con Ejercicios.

by Lawrence A. Wilkins and Max A. Luria,
both of the De Witt Clinton High School, New York.

266 pages (171 text and exercises). An elementary reader with abundant exercises for conversation and composition. Contains an appendix of verbs, combined vocabulary.

1916—Silver Burdett & Co. $1.00

Short Stories for Oral Spanish

by Anna Woods Ballard, Teachers College, Columbia, and Charles O. Stewart, University School, Oakland, Cal.

155 pages. Anecdotes, stories, questions, suggested exercises, notes, exercises on verbs, lists of verb forms, vocabulary.

1916—Charles Scribner's Sons. 80c

Pedro Sanchez

by José Ma. de Pereda.

Edited with introduction, notes and vocabulary by Ralph Emerson Bassett. lxxix—379 pages (184 text). Reissue of edition published in 1907.

1916—Ginn & Co. 90c

Doña Clarines y Mañana de Sol.

by Serafín y Joaquín Alvarez Quintero.

Edited with introductory notes and vocabulary by
Professor S. Griswold Morley of the University of California.

152 pages (98 text).

1915—Heath & Co. 55c.

Gil y Zárate, Guzmán el Bueno.

Edited with introduction, notes, synopsis of the subjunctive, vocabulary and index by
Professor Sylvester Primer of the University of Texas.

181 pages (135 text). Revision of edition published in 1901.

1916—Ginn & Co. 75c

Moratín, el Sí de las Niñas.

Edited with introduction, notes and vocabulary by Professor J. D. M. Ford of Harvard University.

126 pages (74 text). Reissue of the edition published in 1890.

1916—Ginn & Co. 50c

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REVIEWS

CANTAR DE GESTA *RONCESVALLES.*

Fragmento de Ronscesvalles. Un nuevo cantar de gesta español del siglo XIII.

La Revista de Filología Española, tomo IV, cuaderno 2, trae un estudio de capital importancia por Don Ramón Menéndez Pidal: un estudio de unas 204 páginas sobre un fragmento de cien versos de un cantar de gesta español del siglo XIII, últimamente descubierto en el Archivo Provincial de Pamplona por el P. Fernando de Mendoza.

Con la sana crítica y vasta erudición que le conocemos estudia Menéndez Pidal: 1. *El Manuscrito,* 2. *El Lenguaje,* 3. *La Métrica,* 4. *La Leyenda de Roncesvalles.*

1. Se dan cuatro láminas (fototipias) que reproducen los dos folios del manuscrito. Sigue la transcripción paleográfica (con algunas lecciones dudosas, porque las páginas 1 y 4 del manuscrito están muy estropeadas), y finalmente publica Menéndez Pidal una edición crítica del fragmento, donde regulariza el uso de las letras *i, j, y, v, u,* suprime las grafías navarras, hace algunas correcciones, y separa las series asonantadas.

2. *El Lenguaje.* Presenta el manuscrito una confusión muy interesante entre la grafía y las formas dialectales, pero cree Menéndez Pidal que el lenguaje en parte corresponde geográficamente al carácter de la letra del escriba; que ofrece rasgos navarro-aragoneses. Las formas navarro-aragonesas propiamente dichas son muy pocas, y hay formas castellanas con grafía más bien navarro-aragonesa, v. g., *muychos 38.* Dada la breve extensión del fragmento no se puede llegar a una conclusión definitiva con respeto al lengraje original, pero no creemos, y Menéndez Pidal parece ser de la misma opinión, que se trate de un dialecto navarro-aragonés. Fundamentalmente los cien versos del fragmento presentan los rasgos característicos del lenguaje de Castilla. La única particularidad notable es el imperfecto de la segunda conjugación, que en los casos que ocurre termina siempre en *ia* (en 26 seguramente *iá*, que también se encuentra en Berceo). Menéndez Pidal pone *iá* en todos estos casos en la edición crítica. En la clasificación de erratas del copista hay algunas interesantes, v. g., *terera, 9,* y con chocante insistencia en *treras, 74, 93* (según observa Menéndez Pidal mismo), *fabalare, 59, viodo 11. Terera, trera, fabalar,* pueden muy bien ser dialectismos lo mismo que los bien conocidos *corónica, Ingalaterra* (frecuente en el Quijote). *Viodo* debe ser analógico. La forma *vi* es antigua (*Reyes Magos, 23*), y de *vi, vide, vio* podría muy bien resultar *vi, vide, vio, viodo.* Claro es que también puede haber confusión con *vido.*

3. *La Métrica.* "Desde luego puede decirse en primer término que nos hallamos en presencia de un metro de irregular número de sílabas. ¡Adiós, pues, las ilusiones de los partidarios de la regularidad métrica del

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Mio Cid! Todos los ingentes esfuerzos que ensayaron Algunos eruditos para hacer pasar por la hilera octosilábica los versos del poema del Cid, todo lo que se ha divagado en largos trabajos acerca de la fantástica regularidad, todo estaba reñido con la realidad de las cosas; era absurdo suponer que tres manuscritos de gestas conservadas, el de *Mío Cid*, el del *Rodrigo* y el de los *Infantes de Lara*, se equivocaban los tres en presentarnos un metro de desigual número de sílabas; pero siempre podía caber en ánimos tenaces para el prejuicio, la esperanza de un nuevo hallazgo que pudiese venir a confirmar sus enrevesadas hipótesis. El hallazgo viene, y *Roncesvalles*, como era de esperar, confirma el testimonio de los otros tres manuscritos. . . . . Quedamos en que los juglares de gesta, lo mismo que los juglares de metros cortos (*Santa María E., Elena y María*, etc.), usaban habitualmente un metro de desigual número de sílabas, que sería preciso estudiar en adelante sin los prejuicios del isosilabismo.

Lo que dice Menéndez Pidal basta para dar una idea clara de la importancia capital de este nuevo fragmentos para el estudio de la métrica antigua castellana. A nosotros ya nos había convencido. Esperamos que ahora se convenzan también los 'animos tenaces'. Predominan los versos de siete sílabas como en el *Mío Cid*.

Estudiados los versos que no contienen vocales concurrentes, pasa Menéndez Pidal a estudiar los que las contienen, y concluye que el juglar practicaba en sus versos la sinalefa. A igual conclusión llegó Menéndez Pidal cuando examinó el metro juglaresco de *Elena y María*. Como ya he dado datos que creo prueban que la sinalefa era un fenomeno bien conocido y practicado en la antigua versificación castellana en *Notes on the versification of El Misterio de Los Reyes Magos, Romanic Review, VI., 4., 378-401* y *Synalepha in Old Spanish Poetry, Ib., VII., 1., 88-98*, datos que unidos a los que ya se conocían hasta nos permiten estudiar las condiciones bajo las cuales se practicaba la sinalefa antiguamente, no entro ahora en detalles. Sólo diré, aprovechándome en parte de la exclamación de Menéndez Pidal: ¡Adiós, pues, las ilusiones de los partidarios de las envejecidas teorías que declaraban: "Los primeros ejemplos seguros del uso de la sinalefa en la versificación, presenta el Arcipreste de Hita"!

4. *La Leyenda de Roncesvalles.* En esta parte de su trabajo estudia Menéndez Pidal la leyenda de Roncesvalles según la chanson de *Roland* y sus refundiciones posteriores y compara minuciosamente el fragmento español con la leyenda francesa. Los cien versos del nuevo fragmento refieren la busca de los cadáveres en el campo de batalla de Roncesvalles, escena que tiene su semejante en las chansons francesas. El contenido del fragmento español es: Carlos el emperador halla en el campo de Roncesvalles el cadáver del arzobispo Turpín, y después de llorar sobre él, manda apartarlo para que sea llevado a su tierra. Encuentra en seguida el cadáver de Oliveros y, como si le viese vivo, le pregunta por su sobrino, Roldán. Descubre por fin el cadáver de Roldán, y después de un largo lamento en

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el que ruega a Dios le envíe la muerte cae amortecido a su lado. El duque de Aimón encuentra el cadáver de su hijo Reinalte de Montalbán. El duque de Aimón, el de Bretaña y el caballero Beart van a socorrer al emperador.

Desde luego observa Menéndez Pidal que la escena en que el juglar español refiere el hallazgo de los cadáveres de Turpín y Oliveros falta por completo en la chanson de *Roland*. En refundiciones posteriores se refiere al hallazgo del cadáver de Oliveros. Pero el desacuerdo con la tradición francesa la manifiesta el juglar español en muchos puntos, según Menéndez Pidal porque el cantar español sigue otra tradición, la leyenda carolingia española, que había adquirido en España su propio desarrollo y se había enriquecido con episodios que ninguna relación tenían con la batalla de Roncesvalles. No daremos noticia de todos los puntos capitales que estudia Menéndez Pidal al comparar el fragmento español con las leyendas francesa y española (según se halla ésta en las crónicas, romances carolingios y otros documentos estudiados por M. P.), pero si cabe añadir que uno de los muertos en la batalla según el fragmento español, es Reinaldos de Montalbán, y que este personaje es desconocido en la chanson de *Roland*. Y puesto que éste es también uno de los rasgos tradicionales de la leyenda carolingia española Menéndez Pidal cree que no sólo los pormenores, sino la esencia misma de las leyendas de Roncesvalles y Reinaldos, seguían en la península rumbos muy apartados de aquéllos que habían sido impuestos a la tradición francesa por el *Roland* y por el *Renaud de Montauban*.

En conclusión Menéndez Pidal declara: "Todas las versiones poéticas de la leyenda especialmente consagrada a Roncesvalles, que se conservan en Francia, así como las versiones italianas, alemanas, noruegas, holandesa, inglesa, etc., remontan a un mismo poema, cuyo más antiguo conocido está representado por el manuscrito de Oxford del *Roland*. España no es en esto una excepción, y es imposible desconocer que el *Roncesvalles* de que tratamos entronca también con esta gran familia, derivando de una de las refundiciones francesas del *Roland*."

Ya tenemos, pues, prueba definitiva de la existencia de otro cantar de gesta español. Menéndez Pidal cree que el cantar español de Roncesvalles debía ser un poema de mayor extensión que el *Mío Cid*. Gracias al nuevo hallazgo y al erudito estudio de Menéndez Pidal queda definitivamente comprobada la teoría de que en España debieron existir cantares de gesta en el siglo XIII que se entroncaban directamente con la tradición carolingia. ¿Serán algunos de los romances carolingios castellanos sacados de viejos cantares de la misma manera que los de los Infantes de Lara y otros? Sobre estos puntos sin duda hablará más tarde Menéndez Pidal.

El nuevo hallazgo, la publicación del manuscrito con las fototipias, y el estudio de Menéndez Pidal hacen época en la historia de la literatura.

A. M. E.

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Feminismo, Feminidad, Españolismo, por G. MARTÍNEZ SIERRA. Renacimiento, 1917. 331 pp. Madrid.

A partir de 1911 fecha en que estrenó su preciosa comedia *Canción de Cuna,* cuya excelencia revalidaron seguidamente *Primavera en Otoño* y *Mamá,* una fecunda producción dramática parece haber absorbido la actividad de este eminente escritor de la España actual. Una perseverante unidad intencional dirige toda la numerosa produccion escénica de Martínez Sierra a una ferviente exaltación del espíritu femenino y, sobre todo, del sentido de la maternidad, como su esencia radical y más pura. Así, el título de su nuevo libro, *Feminismo, Feminidad, Españolismo,* podría muy bien servir de epígrafe y epílogo a toda su labor dramática.

Integran el volumen una conferencia sobre feminismo, leída por el autor en un festival público, y gran diversidad de artículos periodísticos, con los que asiduamente ha procurado popularizar entre la sociedad española culta las modernas doctrinas feministas. Gran parte de estos trabajos, meramente informativos, registra cuantas iniciativas feministas se han suscitado, especialmente a partir del comienzo de la guerra, en Europa y Estados Unidos. Otros abordan problemas nacionales de España, como el de la mendicidad y la educación infantiles, y algunos, en fin, como la conferencia citada y los artículos sobre la meditación y sobre la poesía de la vida, tienen un amplio carácter moral y educativo. No se trata, por tanto, de un libro de valor doctrinal, que apunte problemas nuevos o sugiera nuevas soluciones para los que el feminismo tiene ya planteados en todos los países cultos. Se trata sencillamente de un libro de propaganda de los principios generales del feminismo, que es lo único que, dado el estado de la cultura de la mujer en España, puede hacerse ahora en su favor. Por esto el libro de Martínez Sierra tiende principalmente a convencer a las mismas españolas, un tanto reacias a los empeños difícultosos del feminismo, de que la compartición de derechos civiles y políticos con el hombre, "lejos de hacer perder feminidad a su espíritu, la aumentará."

En la situación actual de la sociedad española, un libro sencillo, amable y alentador que acierta a allanar y familiarizar, hasta hacerlo accesible a la más pacata y espantadiza mojigatería, un problema social de tan enorme trascendencia como es el feminista, es una de las obras más generosas y fecundas que podían emprenderse. Tal es el libro último de Martínez Sierra.

Rubén Darío. Sus mejores cuentos y sus mejores cantos. Madrid, Editorial América, (s. a.). 315 pp.

Este libro es una interesante seleccion de las obras de Rubén Darío, que contiene las poesías y cuentos que mejor caracterizan la personalidad del insigne escritor nicaragüense, y cuya lectura puede orientar certeramente a las personas poco familiarizadas con la obra del poeta que más ha influido en la formación de la poesía lírica española contemporánea.

M. S.

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HISPANIA

VOLUME I *February*, 1918 NUMBER 1

LA LENGUA ESPAÑOLA

UNA CARTA DE DON RAMÓN MENÉNDEZ PIDAL

Señores Aurelio M. Espinosa y Lawrence A. Wilkins.
Mis queridos amigos:

Desde que en varias ocasiones me comunicaron ustedes los proyectos y primeros pasos de la *American Association of Teachers of Spanish,* siempre tuve la mayor fe en los resultados. Ahora, las nuevas y buenas noticias que ustedes me dan y el primer número de HISPANIA, que llegó a mis manos en estos ultimos días y que he leído con el mayor interés, me hacen ver que la Asociación no vive principalmente de esperanzas, sino que avanza ya muy adentro en el terreno de las realidades. Y todo esto es satisfactorio para cuantos cultivan estudios hispánicos, pues siendo los Estados Unidos el país donde más incremento toma la enseñanza del español, no puede ser indiferente que para el mejor cultivo de esa enseñanza inicien los profesores norte-americanos un importante acto de esmero y consagración.

Al saludar con cariño la útil idea de la publicación de la revista ¡cuánto desearía conversar con ustedes sobre los trabajos y preocupaciones comunes! Entre éstas, acaso una puede dominar: la mayoría de los norte-americanos estudian el español para satisfacer una necesidad de comercio espiritual y material con sus vecinos de la América española; entonces, la diferencia que hay entre el habla de España y la de Hispano-América ¿de qué caracter es? ¿qué importancia tiene?

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TO MIGUEL ANGEL

El contraste mayor entre el español europeo y el americano lo hallaremos, como es natural, en el habla popular. Podemos apreciar en resumen ese contraste advirtiendo que la diferencia que existe entre el habla gaucha, por ejemplo, y la andaluza, es incomparablemente menor que la que hay entre la andaluza y la de las montañas leonesas o pirenaicas. Y todo el valor de esta comparación resaltará plenamente añadiendo que en los estrechos límites de la Península, desde Asturias a Cádiz, hay una cantidad de variedades de lenguaje español que estimo más pronunciadas y mayores en número que en toda la gran extensión del continente americano, desde Nuevo Méjico al estrecho de Magallanes; y agregando además que las variedades del español peninsular y trasatlántico son menores que las del francés o el italiano, con tener éstos una extensión geográfica incomparablemente menor. En otra ocasión intentaré explicar este fenómeno. Ahora nos basta el hecho, para comprender que las hablas populares hispano-americanas no representan una desviación extraordinaria respecto de la castellana, ni por el número ni por la calidad de los rasgos en que consisten; no ofrece cuestión alguna especial para nosotros ahora.

Nuestro interés tiene que dirigirse a la lengua culta. Sabido es que las variedades regionales, tal como viven en el vulgo, ninguna por sí ni todas juntas representan el habla de las personas cultas o la lengua literaria. Mientras cada variedad dialectal vive, como sierva del terruño, ligada indisolublemente al territorio donde nació, la lengua culta se dilata sobre estos círculos menores sedentarios, y se difunde donde quiera que llega la actividad de los hombres de acción o el brillo de las inteligencias más eficaces que se sirven del mismo idioma. Aventureros, comerciantes, magistrados, capitanes, tribunos, pensadores . . . cualquiera que necesita hacer vivir una idea, útil o bella, fuera del lugar donde él nació, se esfuerza en crear y conservar ese lenguaje de más poderosa virtud, cuya última aspiración es llegar a ser comprendido hasta por los habitantes de los últimos confines de los dialectos hermanos, y por las generaciones venideras, logrando el mayor alcance en el espacio y en el tiempo. Del esfuerzo aunado de todas los espíritus cultivados y de todos los literatos insignes que se han trasmitido el romance más general de España, desde sus comienzos acá, resulta ese producto histórico cultural que por antonomasia se llama lengua española, creada por

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cima de todas sus variedades dialectales, aunque con la colaboración más o menos sensible de ellas.

Claro es que la variedad castellana fué principalísima en esta labor; tanto que su nombre se aplica muy comunmente para designar el conjunto del idioma literario. Mas puestos a escoger entre los dos nombres de *"lengua española"* y *"lengua castellana"* hay que desechar este segundo por menos propio. Nombre "ambicioso y lleno de envidia" lo califica el gramático anónimo de Lovaina, en 1559, apoyado, es cierto, en razonamientos incorrectísimos, pero obedeciendo a una corriente dominante entonces en favor del otro nombre: *"lengua española."* Usada esta denominación desde la Edad Media, vino a hacerse más oportuna en el siglo de oro de nuestra literatura, cuando ya la nación constaba de los reinos de León, Castilla, Aragón y Navarra unidos. Si Castilla fué el alma de esta unidad, los otros reinos colaboraron en el perfeccionamiento de la lengua literaria, bastando recordar en la literatura clásica nombres navarros, aragoneses o valencianos como Huarte, los Argensolas, Gracián, Gil Polo y Guillén de Castro, para comprender el exclusivismo del nombre *"lengua castellana."* Este término, usado con mala preferencia por la *Academia Española,* induce erróneamente a creer, dado su valor geográfico restringido, que, fuera de Castilla, no se habla la lengua literaria sino como una importación. El término *"castellano"* puede tener un valor preciso para designar la lengua del Poema del Cid, cuando la unidad nacional no se había consumado, y cuando el leonés y el aragonés eran lenguas literarias. Pero desde fines del siglo XV, la lengua que comprendió en sí los productos literarios de toda España (pues en ella colaboraron hasta los más grandes autores portugueses, como Gil Vicente y Camõens), no puede sino ser llamada *"española."* Las otras lenguas que se hablan en la Península, son ciertamente españolas también, pero no son *"el español"* por antonomasia.

Castilla, la Isla de Francia y Toscana son las cunas de los tres idiomas románicos principales. Francia extendió pronto su nombre a toda la Galia, y el *"francés"* fué nombre indiscutido de la lengua nacional, por cima de multitud de dialectos literarios o incultos. Toscana no dió nombre a toda Italia, y por eso la lengua general dejó el nombre de *"toscano"* para tomar el de *"italiano."* Castilla, como tampoco extendió su nombre a toda España, no debe dar nombre a la lengua nacional, máxime cuando las diferencias entre las hablas

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catalanas, aragonesas, castellanas, etc., son sin duda menores en número y calidad que las que existen entre las ladinas, lombardas, piemontesas, venetas, toscanas, etc., o entre las variedades picardas, francesas y provenzales.

Por otra parte, el natural de Castilla, claro es que también usa regionalismos y, aunque menos que el de otras comarcas, también al hablar la lengua de la cultura, tiene que evitar el particularismo popular, la peculiaridad familiar, y elevarse al tipo normal literario que es el punto de referencia y lazo de unión de todos los países que se expresan en español. Esto supuesto, cabe preguntar: ¿en qué medida se ha logrado, en el lenguaje culto, la coincidencia entre castellanos y americanos, por ejemplo?

Habremos, ante todo, de buscar la nota característica del habla hispano-americana.

La colonización primera de América se verificó por la Corona de Castilla, con exclusión de la de Aragón. Por su origen, pues, la lengua allí implantada es lengua estrictamente castellana, y reconociendo esta igualdad inicial entre el hispano-americano y el hispano-castellano lo primero que ocurrirá preguntar, al buscar un matiz diferencial, es si las lenguas indígenas americanas influyeron en el desarrollo del español trasatlántico.

Sabido es que el colono español asoció al indio a su vida, y que hoy se conservan en la América española multitud de lenguas indígenas. Pero la influencia de éstas en la fonética del español puede decirse que es despreciable; tan poca es que hasta ahora no es perceptible con claridad. Como un rasgo de los más seguros se ha atribuído al araucano la *r* fricativa chilena, y el grupo *tr* africado, semejante a una *ch;* pero matices de estos mismos sonidos se hallan en toda la América española, muy lejos de la influencia araucana, y hasta en España misma, de modo que está aun por conocer la verdadera procedencia de ellos. La barbarie de las lenguas indígenas y su enorme cantidad y fraccionamiento, no son circunstancias propicias para que cualquier rasgo de sintaxis de esas lenguas suministre un extranjerismo de cierto crédito y extensión dentro del español. El quichúa, la lengua más culta y divulgada de América, explica algunos modismos que se usan en las regiones que todavía son bilingües, como el Ecuador, parte del Perú y las provincias andinas de la Argentina; el guaraní influye algo en el español del Paraguay o de Corrientes; algún araucanismo se halla al sur de

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Chile; pero tenidos estos modismos por vulgares, sin duda que no ganarán terreno, y lejos de eso, se desvanecerán con la intensificación de la enseñanza y de la comunicación. En el vocabulario sí, las lenguas indígenas influyeron mucho el habla colonial, apoyadas por la extrañeza de la vegetación, de la fauna y de la geografía del nuevo mundo; pero las meras peculiaridades de vocabulario, y más, si por lo general están destinadas a objetos naturales nuevos, no constituyen en modo alguno una diferencia que por sí sola separe un grupo lingüístico.

En las lenguas indígenas no hallamos, pues, un elemento externo que diferencie claramente el habla americana, y acudiremos a buscarlo con más éxito tanto en los orígenes hispánicos, como en la evolución propia del español colonial. El grueso de las primeras emigraciones salió del Sur del reino de Castilla, es decir de Andalucía, de Extremadura y de Canarias, por lo cual la lengua popular hispano-americana es una prolongación de los dialectos españoles meridionales. España llevó a América sus instituciones religiosas, sus colegios, universidades y academias, su imprenta, su literatura, su civilización entera; pero las dificultades de administrar un territorio inmenso, mucho mayor que el de toda Europa, imponía inevitables deficiencias a la obra gigantesca. En la colonización abundaron las clases bajas; y mientras éstas en España vivían en conveniente contacto con poblaciones de antiquísima cultura, se desarrollaban ahora en las colonias, bien junto a ciudades nuevas cuya vida intelectual era forzosamente más débil que en la Península, bien en completo aislamiento de esos contros urbanos. El habla de estas clases bajas había de producirse con mucha menor presión del elemento culto que en España. Ya en la Península el *popularismo* es uno de los caracteres propios de la literatura y de la lengua, savia que produce florecimientos maravillosos como el romancero, el teatro clásico, la prosa de Santa Teresa o del mismo Cervantes; y ese carácter, en las nuevas condiciones de vida de América, se matiza de *vulgarismo*. La diferencia del matiz es evidente: lo popular supone la compenetración del elemento culto con el pueblo en general; lo vulgar supone la mayor iniciativa del pueblo inculto. Ahora bien, este matiz de vulgarismo no es sólo propio de la lengua, sino de la literatura y de la vida entera; recuérdese como ejemplo, la importancia que en la literatura argentina tiene el *gauchismo* personificado por el Martín Fierro, y la que tiene en la

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misma política, personificado por Facundo Quiroga. ¿No vemos hoy a las generaciones nuevas argentinas esforzándose en combatir el *gauchismo* como una rémora de la cultura? Escojo el ejemplo de la Argentina como eminente; positivas atenuaciones habría que hacer respecto a Méjico o el Perú, por haber sido los dos centros principales de civilización colonial.

Fácil es descubrir el resultado de esto que llevamos dicho. La conversación de las personas educadas de la América española es, mirada en sus más salientes rasgos, el habla culta de Andalucía, teñida de algún vulgarismo. Al andaluz corresponden, por ejemplo, la *ll* confundida con la *y*[1], el seseo y el tratamiento de la *s* final, el "ustedes" usurpando su puesto al "vosotros." . . . Al vulgarismo responden casos como el voseo, los progresos de la caducidad de la *d* intervocálica en algunos países, la diptonagción de hiatos como *pión, golpiar, máiz, bául,* la incomprensión del impersonal en *hubieron fiestas,* el uso de algunos vocablos vulgares, notado por Juan de Arona, Cuervo y otros escritores americanos, y en fin, hemos de estimar también como vulgarismo tanto el fácil neologismo americano como el abuso del diminutivo, si recordamos que el "sermo plebejus" tenía de igual modo una mayor libertad que el latín clásico para formar voces nuevas y empleaba también largamente el diminutivo.

Claro es que, ninguno de estos rasgos, fuera de los de vocabulario, aparecerá en la lengua escrita, como no sea por incultura del autor o de la imprenta, o como no sea con el propósito de pintar costumbres populares. Pero al reconocer el vulgarismo como un rasgo del hispano-americano, no podemos menos de insistir en la comparación con el latín vulgar, pensando que si éste, que tampoco fué lengua escrita, produjo varias lenguas diversas del latín, acaso el hispano-americano esté asimismo llamado a producir nuevos idiomas, por lo cual, aunque ahora como lengua culta no tuviese un valor diverso del español, pudiese tenerlo en siglos venideros. Cuervo, en sus últimos años, preveía, aunque en porvenir muy lejano, una escisión lingüística en el dominio del español, semejante a la ocurrida en el del latín a principios de la Edad Media; pero basta la alusión a los primeros tiempos medievales para comprender la enorme disparidad en la comparación. Si en los países americanos sobreviniese una

[1] También en Castilla se confunden la *ll* y la *y*. (A. M. E.)

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época de disgregación, aislamiento y barbarie, semejante a la que pesó sobre los pueblos europeos en los primeros siglos de la Edad Media, evidentemente la escisión se produciría, y cuando esos países, después de varios siglos, rehiciesen su cultura y elevasen de nuevo sus hablas populares a lenguas literarias, éstas no se entenderían la una a la otra. Pero si los viajes sobre las olas y sobre las montañas son cada vez más numerosos y rápidos, la circulación del papel impreso cada vez más invasora, la comunicación eléctrica cada vez más audaz y sin trabas, en suma, si el comercio material e ideal rodea el planeta entero cada vez con más vehemente facilidad ¿vale la pena de ponerse a prever la disgregación que ocurriría cuando las fuerzas de la civilización empiecen a agotarse, cuando las familias humanas empiecen a recaer en la barbarie? La civilización que une a los pueblos y tiende a crear círculos de relaciones mayores cada vez, tiende también a extender la acción del primer instrumento espiritual del comercio humano, que es el lenguaje.

Mas a pesar de esto, es cierto que aunque no exista una escisión especial de hecho entre el español y el hispano-americano, se ha querido por algunos provocar una escisión moral entre ambos. Sarmiento, hombre representativo de aquellas generaciones que aún miraban con rencor a la antigua metrópoli opresora de las nacientes repúblicas, hombre de exageración polémica, quería que la juventud olvidase los "admirables modelos del idioma" preconizados por Bello, y que se preocupase en luchar por adquirir ideas, no en adquirir formas para expresarlas; por eso predicaba la incorrección gramatical por sistema y por principios. No es que despreciase la pureza del lenguaje, que esto no cabía en una inteligencia elevada como la suya; sino que creía que la perfección formal no podía florecer en países poco cultos; la corrección de los defectos vendría con la intensificación del progreso. Pero otros exageraron las ideas de Sarmiento, y nació de la Argentina un movimiento separatista pronunciado, que perseguía la formación de un "idioma nacional argentino." La tésis lanzada por Juan María Gutiérrez, quiso presentarse bajo una apariencia sistemática y científica en el libro que publicó en 1900 el francés Abeille, elevando a la categoría de "idioma nacional" todos los vulgarismos argentinos. Pero la tésis es en sí tan huera que al intentar hablar claro y alto se desacreditó por completo. Otro francés, a la vez argentino eminente, P. Groussac, calificó el libro de Abeille de "rapsodia en que la ignorancia absoluta del asunto

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(comenzando por el castellano) toma la forma de una baja adulación al criollismo argentino." Y la adulación, arma terriblemente eficaz contra el corazón humano, pero no tanto contra las ideas, alarmó ahora a los mismos defensores de la causa, que como Mariano de Vedia, al ver la mala catadura de los argentinismos que patrocinaba Abeille, huyó de ellos horrorizado. Así fracasó la idea del idioma nacional argentino. Como idea antipatriótica la arrincona E. Quesada, resumiendo la opinión general con estas palabras: "Conceptúo un error gravísimo propender a que se corrompa la lengua castellana que nos legaron nuestros padres, y que no sólo por razón de atavismo, sino de orgullo nacional, debemos tratar de conservar limpia para entregarla a nuestros hijos ampliada, si se quiere, pero pura de toda escoria." A lo que yo he podido averiguar entre los escritores de toda clase de las generaciones jóvenes argentinas, la idea del idioma nacional está muerta y enterrada siete estados bajo tierra. Y téngase entendido que en ninguna otra república americana ha habido un movimiento semejante al de la Argentina.

De modo que el acrecimiento de las comunicaciones y las tendencias ideológicas se aunan para contribuir a que las diferencias regionales del idioma disminuyan en vez de ahondarse. A ojos vistas observamos como esas diferencias van desapareciendo del suelo de España, donde los dialectos más pronunciados retroceden, abandonando cada vez nuevo territorio a la lengua oficial. Y a su vez en América triunfa también manifiestamente la lengua culta sobre las variedades regionales. Se ha notado que desde hace medio siglo se acentúa la costumbre entre los literatos americanos de consultar, si ocurre duda, la gramática o el diccionario; y una muestra más popular de los resultados de esta misma tendencia la tenemos en el hecho de que las incorrecciones de lenguaje, que Bello censuraba a los chilenos en 1834, se hallen hoy desterradas por la mayor parte, gracias a la enseñanza gramatical; siendo notable que entre las expresiones eliminadas hay alguna como el voseo que parecía extremadamente difícil de desarraigar, por pertenecer a la lengua de la mayor intimidad, donde toda coacción a la espontaneidad parece profanadora; pues lo cierto es que el tratamiento de *vos,* en vez de *tú,* hoy se ha perdido entre la gente educada de Chile, y quiere desaparecer aún entre las clases obreras. Cada día es más eficaz la voluntad americana de mantener el arquetipo culto del idioma. No en vano publicó Cuervo su obra maestra, las *Apuntaciones críticas*

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sobre el lenguaje bogotano, bajo el lema de Puiblanch: "Los españoles americanos, si dan todo el valor que dar se debe a la uniformidad de nuestro lenguaje en ambos hemisferios, han de hacer el sacrificio de atenerse, como a centro de unidad, al de Castilla que le dió el ser y el nombre." Y el mismo Cuervo, aún en el momento de gran pesimismo a que arriba aludí, asentaba la ninguna eficacia real de sus vaticinios, diciendo: "yo por mi parte declaro que aunque juzgo inevitable la disgregación del castellano en época todavía distante, procuraré siempre escribir conforme al tipo existente aun de la lengua literaria, aunque de él ocasionalmente se aparten los españoles o los americanos."

Esta norma de fijeza relativa del idioma domina en los espíritus y dominará cada vez más a pesar de muchas e inevitables disidencias, alimentadas por la incultura, por el descuido, o por conscientes rebeldías. Dominará cada vez más, porque la mayor cultura lo exigirá cada vez con mayor fuerza, aunque la vida de España y la de América tomase los más apartados rumbos.

Pero es que, sean estos rumbos los que quieran, siempre la onda vital de España y de Hispano-América vibrará con misteriosos unisonos, y responderá al común atavismo. Toda la civilización hispano-americana descansa principalmente en su base española, a veces con sorprendentes arcaísmos, como esas tapadas, que España relegó al olvido hace mucho, pero que todavía en las playas del Pacífico disfrutan del famoso "socorro de los mantos," ni más ni menos que las españolas del siglo XVII.

Aún en la época de mayor divorcio moral entre América y España, la influencia de ésta era más de una mitad de la influencia extranjera que explica el desarrollo literario hispano-americano. Entonces escribía Sarmiento, con su acostumbrada violencia que gustaba más de contemplar los defectos que las cualidades: "Nosotros somos una segunda, tercera o cuarta edición de la España; no a la manera de los libros que corrigen y aumentan en las reimpresiones, sino como los malos grabados, cuyas últimas estampas salen cargadas de tinta y apenas inteligibles. Sus vicios son los mismos de que adolecemos nostros, hijos de tal madre, y nuestras costumbres no le van en zaga; así todo lo que allá se ha escrito nos vendrá siempre de perlas." Y cuando esto decía Sarmiento, se olvidaba de sus radicalismos, en materias de idioma, y proponía la pureza y armonía del estilo de Larra cual "modelo digno de imitación en países como

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los nuestros en que la lengua necesita purificarse de los vicios que a cada paso encontramos en las asalariadas traducciones francesas."

Partiendo también de un presente informe, nuevas generaciones americanas esperan con optimismo el porvenir, ese porvenir hermanado de España y América. Así el novelista venezolano Díaz Rodríguez, al descubrir en el hombre del pueblo español una intacta reserva de fuerzas que duermen esperando magníficos renacimientos futuros, comunica al insigne Rodó la fe anhelosa en los comunes destinos: "Yo he creído siempre que, mediante América, el genio de España, y la más sutil esencia de su genio que es su idioma, tiene puente seguro con que pasar sobre la corriente de los siglos. . . . Pero yo no he llegado a conformarme jamás que éste sea el único género de inmortalidad, o si se prefiere, de porvenir a que pueda aspirar España. Yo la quiero embebida o transfigurada en América, sí; pero la quiero también aparte, y en su propio solar y en su personalidad propia y continua, muy firme, muy pulcra y muy reverenciada."

Y si entre los intelectuales de España había a su vez una glacial indiferencia para todo lo trasatlántico, más helada cuanto más soplaba el viento de los discursos propios de Unión Ibero-Americana, no se puede decir que ese despego exista después de Rubén Darío. América con menos agobio de tradicional personalidad, más francamente abierta a las influencias extranjeras, era el país donde mejor podía consumarse la transformación de la poesía moderna española, y España admiró a Darío, y cada vez reconoce más ampliamente que cada país americano es un valor que debe contar en la historia literaria y lingüística española. Pero al mismo tiempo que afirmamos estas personalidades, creemos que ellas consisten en variaciones de la cultura hispánica aunque algunos renieguen de ella, víctimas de prejuicios arcaicos; cultura hispánica, matizada de diversos modos en esas Nuevas Españas, donde una común tradición se descompone, como la luz, en mil irisaciones.

No se observa señal alguna de que la España europea quiera relajar sus ataduras seculares con la España americana. Continúa trasfundiéndole su sangre con la irrestañable emigración de trabajadores y negociantes, y al mismo tiempo, ensancha las más frecuentes vías de comunicación cultural. Recuérdense la difusión por América del teatro y los actores peninsulares, la presencia de redactores españoles en los grandes diarios hispano-americanos, la

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colaboración que en esos diarios mantienen los más distinguidos escritores españoles, el comercio de libros cada vez más floreciente, y, de algunos años a esta parte, la frecuente misión de intelectuales españoles a América y la fundación de la cátedra española en Buenos Aires.

Estas reflexiones sobre las analogías y las diferencias que hay entre lo español y lo hispano-americano nos afirman en la convicción de que no puede conocerse bien lo uno sin lo otro. Por lo tanto, la enseñanza de la lengua debe tender a dar amplio conocimiento del español literario, considerado como un elevado conjunto; y de un modo accesorio debe explicar las ligeras variantes que se ofrecen en el habla culta española en España y en Hispano-América, haciendo ver la unidad esencial de todas dentro del patrón literario. Si la enseñanza se limita a la forma literaria del idioma, será evidentemente buena para una iniciación general. Tanto mejor si añade los matices principales de la conversación familiar. Pero si toma lo familiar lo regional, lo restringido por base, por ejemplo si se fija exclusiva o principalmente en lo especial de un país americano, será una enseñanza parcial y trunca, pues ni científica ni prácticamente pueden separarse la lengua hablada familiar y la lengua culta y escrita. Tal enseñanza se rebajaría a servir tan sólo como guía de conversación para los habitantes de la región escogida, que no necesitan de semejante aprendizaje, o para el viajero en ese país, que se hallaría después en muy malas condiciones para viajar por otros países de lengua española.

Pensando en el caso concreto de la enseñanza del español a extranjeros, no creo cabe vacilar en imponer la pronunciación de las regiones castellanas, pues es la que responde más exactamente que ninguna otra a la ortografía secular de la literatura. Debe añadirse, con el objeto práctico de evitar influencias por inconsciencia, una indicación a las principales variedades, y una exacta apreciación de las mismas. Por ejemplo del *seseo*, explicando en qué difiere la *s* andaluza y americana de la castellana y advirtiendo que tal fenómeno es mirado como pronunciación anormal pero admisible, a diferencia del *ceceo* excluído del habla culta; la *d* intervocálica caduca en la terminación *-ado*, admisible, mientras en otros casos es rasgo francamente inculto; la *r* fricativa usada con preferencia o exclusión de la vibrante, etc., etc.

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La aceptación de divergencias apenas ocurre en materias morfológicas. Si se consignan formas como *antier* o *endenantes*, debe hacerse notar que son de la lengua hablada en algunas regiones, pero que no deben propagarse en la lengua culta.

Respecto a la sintaxis y el vocabulario, la cuestión se plantea en modo diverso de como en la fonética. Podemos suponer que, por lo común, los castellanos están más cerca del prototipo sintáctico y léxico tradicional, cuya continuidad conviene mantener dentro de la evolución; no en vano viven sobre el suelo donde nació y más se cultivó la lengua literaria. Pero guardémonos de ser aquí tan confiados como respecto a la pronunciación; la sintaxis y el léxico están mucho más abiertos que la fonética y la morfología a innovaciones y a influencias externas de toda clase, y la región castellana no puede siempre pasar por guía segura. Demasiado salta a la vista cómo el individuo castellano que descuida su cultura, con la mayor facilidad adopta giros y vocablos innovados, arcaicos o extranjeros, tan bárbaros como inexpresivos; esto lo hacen con frecuencia los escritores jóvenes, creyendo de muy buena fe que la lengua es escasa para sus concepciones, sin darse cuenta de que es su cultura lingüística la que realmente es escasa. La lengua literaria común es el tipo único de referencia, y a su lado creo de la mayor importancia dar noticia al extranjero de aquellas construcciones defectuosas más extendidas de cuya influencia debe sustraerse.

En el vocabulario es donde más cabida tiene el particularismo regional y es de desear que la geografía léxica no tarde en hallar un puesto en las gramáticas prácticas. Por lo que hace a América, es preciso dar a conocer los vocablos que, siendo desconocidos en España, se hallan más difundidos en América, e indicar con la mayor precisión posible el área a que se extienden, así como los otros vocablos con que luchan.

Claro es que la literatura también debe abarcar el conjunto español e hispano-americano. Cada profesor sentirá de modo diverso la importancia relativa que ha de conceder a cada una de estas partes; pero debe huirse de los extremos: tratar sólo la literatura peninsular, como si Sarmiento, Bello y Montalvo no hubiesen existido, o bien hablar de la literatura de cada república americana como un todo aparte, como algo sustantivo; lo cual obliga a incluir en cada una de esas secciones geográficas nombres de una evidente insignificancia. La mejor norma estará en considerar siempre la

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literatura española del viejo y del nuevo contiente como un conjunto, al que sirve de base la tradición medieval y clásica, y esta vista del conjunto es la que mejor puede dar la medida de la importancia que debe reunir en sí lo que en cada caso ha de darse a conocer o lo que ha de relegarse.

En fin, es preciso hacer comprender la vida española en lo que tiene de más general, y a la vez, en lo que tiene de específico en los principales pueblos de la gran familia, considerados dentro de una superior síntesis hispánica. Pero lo específico no debe llegar sino en escasa medida a la exposición de las modalidades más populares. Y volviendo al lenguaje, por ejemplo, creo que *lo charro, lo chulo, lo gaucho, lo huaso* o *lo jarocho,* servirán a lo más en una iniciación general, únicamente como notas de color que acaso no pueden ser elevadas a conceptos aprovechables. Materia de difícil penetración, sin duda vale más abandonarla, para que su vista no perturbe la del conjunto; el habla común culta, que cada vez se unifica más a uno y otro lado del Atlántico.

Muchas de estas normas eran realidades o aspiraciones que se tenían presentes en varias universidades norteamericanas y en excelentes libros destinados a la enseñanza en ellas, cuando hace ya bastantes años tuve afortunada ocasión de visitarlas. Desde entonces, muy apartado de esa vida, no conozco bien los progresos y rumbos últimos de la enseñanza del español en los Estados Unidos. Por eso empecé estas líneas deseando comunicar con ustedes, y las alargué desmesuradamente, sin advertir que no hacía sino *soliloquiarme,* como decía Lope de Vega. Debí haber sido más breve, pues mi único objeto era enviarles el testimonio del cariñoso interés con que los trabajos que ahí llevan ustedes a cabo son seguidos por cuantos queremos colaborar algo en el cultivo y estudio del hispanismo.

La Asociación que ustedes han formado tiene sobre sí la parte principal en la propagación del español entre las poblaciones de habla inglesa. Y si Reclus decía que de todas las naciones europeas los españoles, por haberse dilatado en territorios que llegarán un día a nutrir habitantes por centenares de millones, son los únicos que podrán tener la ambición de disputar a los ingleses y a los rusos la preponderancia futura en los movimientos étnicos de la humanidad, debemos entrever más bien, que en las venideras sociedades de pueblos, la convivencia del hispano y el sajón que se reparten, con

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América, uno de los hemisferios del planeta, traerá la asociación fraternal de sus dos idiomas, para mayor difusión de ambos por el resto del mundo. ¿Cómo, pues, no han de inspirar la más anhelosa atención los planes que ustedes traen entre manos, ahora que los Estados Unidos, donde todos los movimientos revisten proporciones grandiosas, parece que se inclinan a echar el peso de su grandeza en favor de la difusión del español como una de las principales lenguas adoptivas?

Reciban ustedes, con los votos por el mejor éxito, la más ferviente simpatía de su amigo.

R. MENÉNDEZ PIDAL

MADRID, Diciembre, 1917

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THE FIRST ANNUAL MEETING

The first annual meeting of The American Association of Teachers of Spanish was held in the Great Hall of The College of the City of New York, December 29, 1917. Though the day was one of the coldest and stormiest ever known in New York City, the meeting was attended by one hundred and thirty members, representing nearly every State in the Union. Teachers from elementary, junior high and senior high schools, from colleges and universities were present. A good many visitors also attended. Fine interest and good-fellowship characterized the formal and the informal gatherings of the day. The morning session was devoted to the following program:

Presiding, Mr. Lawrence A. Wilkins, Temporary President of the Association.
Secretary, Dr. Alfred Coester.

MORNING SESSION

Beginning at 10 o'clock.

Address of Welcome by President Mezes of The College of the City of New York.

Spanish Folk-Songs: *Bolera*
Rondeña Señorita María Paz Gainsborg
Señorita Lolita Cabrera Gainsborg at the piano.

La literatura contemporánea en la enseñanza del castellano.
Professor Federico de Onís, Columbia University.

Songs: Aria from *Goyescas,* Enrique Granados
A Granada, F. M. Alvarez Señorita Gainsborg

The International Institute and Intellectual Life in Madrid Today.
Miss Susan D. Huntington, Director of the International Institute.

Song: *Lo que está de Dios,* Canción Española, Poesía de Manuel del Palacio; Música del Maestro F. A. Barbieri
Señorita Emilia Vergeri, Dramatic Soprano.
Señor Ricardo Nicosía, Maestro concertatore, at the piano.

The Teaching of Spanish Pronunciation.
Señor J. Moreno-Lacalle, United States Naval Academy.

Song: *La Madrileña,* Canción Española por Francisco Hernández
Señorita Emilia Vergeri.
Señor Ricardo Nicosía, at the piano.

Necesidad de la Creación de un Centro literario hispano en Nueva York.
Señor Manuel González, Z., ex-Consul General of Costa Rica in New York.

Piano Solo: *El Pelele,* Enrique Granados.
Señorita Lolita Cabrera Gainsborg.

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The address of Professor Onís was so inspiring that it should be known and pondered by every one who teaches Spanish. It is hoped that a summary of it may be given in the May number of HISPANIA. Miss Huntington spoke most interestingly of the intellectual life of Madrid and of the International Institute. Mr. Moreno-Lacalle showed how he had adapted the Viëtor phonetic chart to instruction in Spanish and explained his method of teaching the pronunciation of Spanish. Mr. González spoke with unusual eloquence and power. It was a delight to hear him.

After a good luncheon served by the college caterer in the faculty dining-room, an informal social hour was passed in the Red Room from whose wide windows one sees stretched out before him a large part of the great city. Meanwhile the temporary Executive Council, seven of whom were present, held a session. This was followed by the business meeting of the Association.

The report of the temporary Secretary-Treasurer showed that the Association came to its first annual meeting with upwards of four hundred paid-up members and twelve life members. The next order of business was the consideration of the proposed constitution which was presented by Professor Fuentes. This was read article by article, discussed and adopted. As this instrument differs in many important respects from that printed in the Organization Number of HISPANIA, it is printed in this number.

In the absence of Professor Fitz-Gerald, Mr. E. S. Harrison presented the report of the Committee on Nominations. Mr. Archer M. Huntington of New York and Mr. Juan C. Cebrián were then elected Honorary Presidents. The following officers were elected for the next two years: *President,* Lawrence A. Wilkins, Board of Education, New York City; *First Vice-President,* Rudolph Schevill, University of California; *Second Vice-President,* Ventura Fuentes, The College of the City of New York; *Third Vice-President,* Charles Philip Wagner, University of Michigan; *Secretary-Treasurer,* Alfred Coester, Commercial High School, Brooklyn, N. Y.; *Additional Members of the Executive Council,* Clifford G. Allen, Leland Stanford Junior University; Charles P. Harrington, Culver Military Academy; Josephine W. Holt, John Marshall High School, Richmond, Va.; J. Warshaw, University of Missouri.

Mr. Wilkins, on assuming the office of President, made a plea for unity of effort and asked that "we do not lift up our heads too

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high in the clouds of theory, that we keep our feet on the solid ground of fact and common sense and our hearts filled with enthusiasm." He said that our Association should make as its first aim that of *helping the teacher of Spanish to become a better teacher of Spanish*, no matter whether he be a college professor or a junior-high-school teacher; that we should work for the establishment of local chapters and an increase of membership; that our ideal should be one of mutual aid in a common cause; that HISPANIA is to be a practical magazine devoted to the above-mentioned purposes rather than an excessively learned and theoretical review; that the needs of the great body of secondary-school teachers would always be carefully observed; that the past had seen the waning usefulness of some modern language journals because the societies conducting them had lost sight of those particular needs; that we have no quarrel with any other body of language teachers, but feel the need of our own organization.

The following motions were carried:

That the President be empowered as a committee of one to make with Columbia University, if possible, a joint arrangement for bringing to this country for the coming summer professors who customarily give summer courses in Madrid and have them give these courses under the auspices of Columbia University, The American Association of Teachers of Spanish, and the Centro de Estudios Históricos of Madrid.

That the President appoint a committee to make investigations and recommendations for the correlation and co-ordination of the teaching of Spanish in the high schools and the colleges, this committee to study particularly the question of the acceptance of Spanish on a par with French and German for entrance to college and to make a report in time that it may be printed in the issue of HISPANIA for May, 1918.

That the President appoint a committee, to report at the next annual meeting, on the kind and amount of *realia* to be recommended for use in courses in elementary Spanish.

That the President appoint a committee to select honorary members of the Association, in keeping with the revised and adopted reading of Section 3 of Article III of the Constitution, this committee to report at the next annual meeting.

That the President appoint a committee of three to report to the Executive Council as soon as possible on a design for a seal of the Association. These committees to be appointed by mail.

That the Secretary-Treasurer compose and send a telegram of greeting and gratitude to Mr. Juan C. Cebrián and a letter of similar import to Mr. Archer M. Huntington.

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Very complimentary remarks were made by the Secretary-Treasurer concerning the work of Dr. Roessler as advertising manager.

The meeting adjourned after a vote of thanks to Professor Fuentes for excellent services as chairman of the local committee on entertainment.

Our list of members proves to be so long that it would occupy twelve to fourteen pages. We believe our readers would prefer more interesting matter. Therefore, though we promised such a list in lieu of receipts for dues, we are not printing it. If you receive this number of HISPANIA, you will know that your dues were received and duly recorded, because we are sending this number only to paid subscribers.

However, in justice to our life members who have manifested so much faith in our success, we print their names as they were read in the Secretary's report at the annual meeting, in the order of their adhesion:

Mr. Archer M. Huntington, New York.
Mr. Juan C. Cebrián, San Francisco.
(Siendo profesores todos los demás, pueden pasar sin tratamiento.)
Lawrence A. Wilkins, New York.
Alfred Coester, New York.
Aurelio M. Espinosa, Stanford University, Cal.
Felipe Fernández, Tulane University of Louisiana, New Orleans.
Joseph G. Ruix, Sioux City, Iowa.
George W. H. Shield, Los Angeles.
Henry Alfred Todd, New York.
George Bingham Taylor, Port Deposit, Md.
Carlos Bransby, Berkeley, Cal.
Máximo Iturralde, New York.
Charles B. Drake, University of Chicago, Chicago, Ill.

We still need the moral and financial support of more life members. Be courageous, enthusiastic, and self-sacrificing so that we may add your name to this roll.

ALFRED COESTER, *Secretary-Treasurer.*

BROOKLYN, N. Y.

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THE ORGANIZATION OF HIGH SCHOOL WORK IN SPANISH

(Paper read at the Modern Language Conference in Portland, Oregon, July 12, 1917.)

I am going to speak about short specialized courses as a feature in the organization of high school work in Spanish,—meaning by short specialized courses not fewer periods for Spanish nor necessarily new lines of work, but a different grouping of periods, a *separate articulation* of certain portions of our work with other portions.

Thoroughness in fundamental work and high scholarship in advanced work are worthy aims; and in modern language work these aims are not advanced by a uniform series of four or five period per week classes because such classes do not permit satisfactory individual and group adjustments. Series of four or five period per week classes foster mediocrity and if they achieve thoroughness and high scholarship, do so only with extravagant expenditure of time of both teacher and pupil. This is my conclusion after several years of experience in handling a four-year course in Spanish.

On the other hand, I have found that shorter courses directed toward definite educational and vocational ends are, so far as I have been able in my special conditions to try them, conducive to better and higher types of work for the following reasons:

First. By permitting more rapid promotion of exceptional pupils, they relieve congestion in lower classes and fill the smaller upper ones. (By exceptional pupils I mean those recommended in two years of foreign language work and those others that, quick of eye, keen of ear and alive to sentence structure, show marked superiority in their first term of Spanish.)

Second. They admit adjustments for intensive work on fundamentals as an alternative for wide reading, thus meeting the needs of weak pupils.

Third. They make it possible to stress vocational work without sacrificing high scholarship.

Fourth. They can bring more of Spanish and Spanish-American life, literature, and history into first- and second-year courses.

Examples of subjects for specialized courses are the following: practice in speaking; easy oral work on verbs; slow reading; rapid reading; elementary composition; advanced composition; Spanish-

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American words, customs and holidays; how to learn a second foreign language; and (this principally for prospective normal students in their last year of high school) how to present English to foreigners. How such specialized courses may yield the advantages stated, I shall try to show by describing a few that I have at different times more or less fully tested. These courses are not cited as having in themselves any particular merit but merely as examples of separately articulating work.

Two first-term classes may be mentioned, a one period per week practice class in speaking for all beginners and a class in elementary Spanish with three recitations per week, one of these being with the practice class.

The practice class is intended to give background and an everyday concrete vocabulary. I shall call it a *poster class* because in it the pupils acquire a considerable vocabulary of words and phrases by talking about a hundred or more large colored posters and display cards—cards about sun-kist oranges and raisins, irrigated farms, safety razors, and recently, the Red Cross and "Men Wanted in the Army"; but they also learn here Spanish songs and declamations with the aid of our victrola. This poster class is a side line of work paralleling and supplementing the regular speaking and writing but bringing in an element of novelty and planned to emphasize or teach definite grammatical principles.

The three lesson per week class is beginners' Spanish mainly for pupils recommended in two years of a foreign language and introduces short cuts not practical with untrained pupils. This reduction of five recitations (the other section has five) to three is an advantage to upper-class pupils whose time is limited. I shall say more of short cuts later.

The language teacher's position of advantage for shaping upper classes is in the second and third terms. In the second term, mastery of the modes and tenses and quick recognition of verb phrases have become essential. Weak pupils find this a difficult task, but capable ones, who at this point assimilate verbs rapidly, shoot quickly ahead. We should make the most of this fact, advancing the latter and allowing the others to make haste slowly.

Two courses, beginning in the second term and continuing through the third, I have found successful for this purpose: namely, elementary composition, one or two periods (depending on the

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ability of the individual pupil) for oral practice on the use of the modes and tenses and pronouns, and the other a story-telling class, two periods, applying the verb study just mentioned to the reproduction of very brief anecdotes and fables. Exceptional pupils readily omit all, or nearly all, of the first half of these courses.

The device is fruitful. We avoid congestion in the second term. We gain time at the psychological moment to help the weakest pupils on, what is to them, the most difficult work. Fewer pupils fail and these usually only in part of the term's work. The oral composition is an ever-ready coaching class for any that need aid later. The upper classes are benefited. Small third, fourth, and fifth term classes are filled and the teacher's time is not unnecessarily expended on disproportionately small groups. Bright boys and girls forge ahead, increasing in advanced classes the percentage of capable and scholarly workers. These pupils, ready of speech, engaging in personality, getting color from all they read and hear and reflecting it on their classmates,—these are a wonderful resource in modern language work. These pupils raise the level of all the work we carry on; in fact, if they remain into the third and fourth years, they make it possible to offer entirely different and higher types of work. In any class they are, like the "mujer chiquitita," a delight; but they are real blessings when we place them where they can be of greatest service to themselves, their fellow pupils and, in so doing, to us.

There are other advantages, lesser, perhaps, but not unworthy of consideration, gained from rapid promotion. Many highly satisfactory students, somewhat like Dick Swiveller's dear gazelle, leave after the second, indeed not a few after the first year. These with the opportunity of rapid advancement cover more ground and get more of the spirit of the language and the people. Again, the elementary courses, being shorter, are more numerous and accordingly offer greater freedom in program adjustment. This opens the way for fourth-year students to lay the foundation for a second or third foreign language.

So much for rapid promotion. What of thoroughness for slow pupils? We have seen one way of providing careful first-year work for less satisfactory but diligent pupils. What of the second and third years? For such pupils, most novels are mere wildernesses of solid print, with never a phrase in full-face type anywhere—scarcely

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even a proper name to cheer the eye or fire the imagination. Is it wise to require wide reading from them? And if not, what should these pupils study in the fourth and fifth terms?

Do not short articulating courses offer a solution? Without interfering with rapid reading courses for other pupils, would they not afford opportunities for various combinations of suitable work for plodders, and for those whose interests have become centered, temporarily at least, on purely vocational ends—combinations having in view speaking and hearing, intensive study of fewer pages, and letter-perfect work in some fundamental verb course, with the possibility of retrieving recommendations lost in preceding terms?

Correspondence may be mentioned in this connection as one subject especially suited for intensive work. It calls for emphasis on the phraseology of Spanish letters and legal papers and on corresponding good English usages as a matter of course. But aside from this it is valuable material for translating and study. It approximates conversation, it is not difficult, and its immediate vocational end makes a strong appeal to the pupil,—a telling advantage when one has occasion to pin him down to exact meanings. Misinterpreting a passage—bearing false witness, so to speak, against the author—takes on a new aspect when business reliability is in question. I sometimes wonder if we bear sufficiently in mind the value of translation for teaching fidelity to truth.

I must pass over minor adjustments that may be made with short articulating courses to speak of another point. How may they bring more of the life of Spain and Spanish-America into the first two years? It is not possible to require extensive reading here. How may we get some of the fruits of extensive reading?

I try to accomplish this in weekly practice classes. The poster and song class just mentioned is one of a series of one period a week classes, running from the first through the third or even the fourth year, and aiming to bring more speaking and Spanish life into the department as a whole. Like the "movies," they may be said to offer *features*. They give graded practice in speaking. Pupils may elect two of these courses simultaneously with other work, or even one, merely for practice, and nothing else in Spanish when discontinuing the language as a regular subject.

Spanish newspapers and advertising magazines, the Red Cross First Aid Book (Spanish edition), the Bulletin of the Pan-American

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Union, who's who in Latin American history (not long, full accounts, but enough for a nucleus to encourage further reading), folk-lore, topical monthly reviews of stories read in other classes,—oral reports on all these find a place here. Not all of course are used in a single term. One magazine or newspaper, for example, may furnish study for five or six weeks. (In using magazines or newspapers, a particular issue is selected and each pupil is provided with his own copy so that regular and careful preparation may be made.)

These are foraging classes, classes for browsing, classes for an elementary science vocabulary for the embryo investigator, a place for short cuts to a full vocabulary, a place to shine. Here each may follow his own bent far afield and bring back booty to exhibit in more or less (usually less) perfect Castilian to admiring freshmen or tolerant seniors—for the work dealing with material of a general nature, the prerequisites for any particular section are not specific, formal preparation but ability to appreciate, to hear understandingly and, within limits, to reproduce what is heard. The groups are therefore composite. All grades may meet to find an audience for their own work or be stirred to emulate the success of others; and each pupil brings what within assigned limits he chooses to gather.

Here in suitable sequence may enter occasional talks—in Spanish of course—by the teacher or by upper-class students on such topics as corrupt pronunciations; the intelligent attitude toward pronunciations used in Spanish America with demonstrations of these pronunciations; and Spanish American words, customs and holidays. In these weekly practice classes the young student should hear ballads, character sketches and stories from standard Spanish novels and plays, excerpts from such masters of style and vocabulary as Cervantes, Quintana, and Valera—the best, in short, from all the classes.

Such material is sometimes taken in *clubs,* but its first place is in the *class.* The class has the best right to the best we have.

To sum up, weekly practice classes seem to me to bring the worth-while part of Spanish, the live things, within the reach of all at the earliest possible moment; and at the same time they encourage individual initiative and permit a variety of necessary or desirable program adjustments.

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I have spoken of short, articulated courses of general application—courses that relieve congestion and build up higher classes while strengthening weak pupils, advancing exceptional ones, and giving flexibility to the program—and of other weekly classes that reach out into history, literature, and current events. Let me speak now of two important types of work desirable for capable students in their second, third or fourth year of high school.

First, shorter cuts to the mechanism of a second foreign language and to a full and practical vocabulary,—these are fruitful subjects for numbers of pupils and should not be left to haphazard treatment in ill-sorted classes.

How do you get the mechanism of a second or third language? Have you ever tried studying another language just to see how the problems look to pupils? How much faster can you absorb it than they do Spanish? Your short cuts should be allowed the pupil intelligent enough to use them. You focus on the subject from many angles. So should he.

Variety of word lists such as are found in *Spanish at a Glance*, early recognition of past and future forms, common irregular stems, the tricks of position of objective pronouns, clues in spelling,—these presented briefly, by one who knows, to the pupil that comes recommended in other foreign language work, there opens to him an infinite variety of easy reading matter from which to build a concrete vocabulary.

Flitting through the pages of little illustrated books on physiology, electricity, civics, and history, with the contents of which he is already familiar, he may, by a sort of Rosetta Stone method, gather many a common word; and he builds in this way no insecure vocabulary because he chooses his books according to his individual bent and finds his terms not in *figurative uses*, but in their *ordinary associations*. Brief excerpts without illustration in school readers are difficult and lifeless compared with the above and with magazines and newspapers in which the context and wealth of illustration are conclusive as to the application of terms.

Especially for prospective normal students in their fourth year of high school should there be provided an opportunity to learn how to use their knowledge of a foreign language. They should learn how and where if need be to get for themselves a little knowledge

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of other languages and, perhaps also, how to apply such knowledge in presenting English to immigrants and the children of immigrants.

Secondly, there is in many textbooks a quantity of rich material that goes too often undeveloped until the time when it could have illuminated the work of our better pupils has passed; sometimes indeed it goes entirely unexplored. This happens because, in large and ill-sorted classes, other needs are more pressing and the knowledge necessary to appreciate such material is, in a majority of the pupils, lacking.

An example of such material is Ramsey's chapter on *Word-Making by Derivatives*. Such material makes for a full, rich knowledge of the language and accelerates pupils capable of advancement—and, if I may emphasize, no opportunity of encouraging merited promotion should be lost, if only to strengthen small upper classes and relieve congestion below.

In conclusion, let me repeat that I am urging not any courses referred to, but the needs these courses strive to satisfy.

The community pays for Spanish in the schools because it is desirable that a knowledge of things Spanish and Spanish-American help form the attitude of our growing boys and girls toward Spanish America, and because the community needs trained individuals to do specific things with Spanish. Our high school classes can achieve both ends if we do not blockade our capable and diligent pupils in unwieldy elementary classes or subject them all to the same lines of advanced work. We need a flexible program, taking into account individual and group needs and the credit value of thoroughness.

MARGARET C. DOWLING

MISSION HIGH SCHOOL
SAN FRANCISCO, CALIFORNIA

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PERIODICALS IN SPANISH AVAILABLE FOR THE CLASSROOM

The department of HISPANIA to be known as Hispanic News will attempt to keep abreast of the developments in literature, art and science throughout the Spanish-speaking world. It will do this by a review of reviews and by extensive quotations. For this number has been chosen a review of a few of the most important periodicals printed in Spanish available and suitable for use in the classroom.

A magazine printed in the United States will probably prove most satisfactory for classroom use. Though it will not have a tone so thoroughly Spanish as those printed abroad, it will be received with greater regularity; and in case a teacher wishes to use a large number of a single issue, they can be obtained more easily and economically.

The best known of the monthlies is the *Boletín de la Unión Panamericana.* As this is the Spanish edition of the *Bulletin of the Pan-American Union,* the magazine should be familiar to every student of Spanish in the United States. As its articles, on the other hand, are chiefly translations from English and other languages, though handsomely illustrated, they lack idiomatic zest; and treating wholly of America to the exclusion of Spain, they should be supplemented by another more genuinely Spanish periodical. If you are not acquainted with the *Boletín,* the editors will probably be pleased to send you a sample copy.

A good quarterly with a wider outlook is *La Revista del Mundo,* which is the Spanish edition of *The World's Work.* Again the articles are translations but are cosmopolitan in scope. The same is true of *Inter-América,* published by the American Association for International Conciliation.

Two monthlies of a different type, both handsomely illustrated, are *La Revista Universal* and the Spanish edition of *The Pictorial Review.* These are conducted or edited by Spanish-speaking persons to interest people of Spanish speech. They possess therefore the Spanish atmosphere and contain not only articles of general interest but also original stories and poems as well as reviews of liter-

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ary events in the Spanish world. Though the *Pictorial Review,* Spanish edition, is primarily a fashion magazine, yet its literary department is excellent. Another illustrated magazine which bids fair to become an excellent literary journal under its new editor, Martin Luis Guzmán, is *El Gráfico.*

There exist several commercial journals, of which a list is given below, conducted for the purpose of advertising North American goods to South Americans. The articles in them are well illustrated by half-tones and command a certain interest. Some even maintain a literary department. For students interested in the commercial side of Spanish, an occasional glance through the pages of one of them would be profitable.

For those who would like to read the news of the day in Spanish may be recommended the weeklies *La Prensa* and *El Heraldo,* which are printed and conducted in the form commonly used by daily papers.

In a class by itself is the weekly *Las Novedades.* It strives to live up to its aim, thus phrased by its editors "un compendio de cuanto se publica en castellano en el mundo durante la semana." Consequently it contains the most important items of news from each of the Spanish-speaking countries in addition to its literary articles. Having been long in existence, it is firmly established and has recently improved its general form.

Since all the foregoing are published in America with a general appeal to the Spanish-speaking countries, they do not possess the Spanish atmosphere found in a periodical printed in Spain. The commercial student even will find the commercial monthlies totally different in tone. The general student will find the most interest in the illustrated weeklies. The elaborate *Ilustración Española y Americana* is scarcely worth its high price. On the other hand *Blanco y Negro* will give satisfaction as its articles and illustrations cover the different fields of human endeavor. Many excellent short stories and poems appear in its pages. Moreover each number contains something humorous, an anecdote, poem or cartoon, thus representing a side of life of importance in the study of a people's language. A rival of this periodical is *Nuevo Mundo,* but from the American standpoint its tone is less refined.

For those who wish to study the language of Spanish science

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and mechanics a very excellent journal is *Ibérica*, published weekly by the Ebro Observatory. The perusal of its pages reminds one of our own *Scientific Weekly*.

The Spanish magazine corresponding partly to the *North American Review* and partly to the *Review of Reviews* is *Nuestro Tiempo*. Its articles deal with questions of world-wide interest, with their especial bearing on Spain. It contains reviews of other European reviews and criticisms of Spanish literary productions and the progress of the theater.

Museum, a monthly art journal published in Barcelona, should appeal especially to students of art and archaeology. It is one of the best art journals published and records all the events of contemporary progress in art in Spain and other countries.

In a class by itself is also *La Esfera*, a Madrid weekly, profusely illustrated. This magazine records the leading contemporary events in Spanish and foreign art, literature and science. It is dignified in tone, and its pages should be highly profitable to American students.

La Lectura, a monthly published in Madrid, has literary and pedagogical information of a high character, and publishes complete bibliographical data concerning all important current contributions in modern literature and art. It is a journal indispensable to the teacher of Spanish.

España, a Madrid weekly, is a contemporary record of political, social and literary events, especially as regards Spain. It is one of the best Spanish weeklies and gives a proper interpretation of current political events.

The *Revista de Filología Española*, directed by Don Ramón Menéndez Pidal, is perhaps the most interesting periodical dealing with questions of Spanish literature and language. The advanced student of course cannot dispense with the *Anales de la Academia*, *la Revista de Archivos*, *le Bulletin Hispanique* and *la Révue Hispanique*.

From Spanish America some of the most available periodicals come from Cuba: the handsomely illustrated *Figaro*, *Cuba y América*, and the serious review *Cuba Contemporánea*. As Cuba promises to develop into one of the foremost Spanish-American republics, her progress, the questions that confront her, and her rich literary past can best be studied in the last mentioned journal.

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The weekly and monthly journals of interest published in Mexico are very numerous, although little known in the United States. *El Universal Ilustrado,* an art weekly, is one of the best. *Pegaso* is more or less of the same character, but more refined in tone.

To persons interested in Latin American affairs can be highly recommended *The South American,* printed monthly in English. Its illustrations of natural scenery and life in South America are the best to be found. A companion magazine is *El Norte Americano,* conducted in Spanish to acquaint Spanish readers with our own United States.

The magazines printed in Argentina are sufficiently numerous to deserve a separate study.

The following table of addresses and prices may be of value to teachers and answer questions suggested by the foregoing brief review.

Boletín de la Unión Panamericana, 17 & B Sts., N. W., Washington, D. C. $1.50 yearly.

Blanco y Negro, Serrano 55, Madrid, Spain. 25 pesetas yearly, 14 pesetas half yearly.

Cuba Contemporánea, apartado postal 1909, Habana, Cuba. $5.00 yearly.

El Figaro, Habana, Cuba.

Ibérica—El Progreso de las Ciencias y de sus Aplicaciones, Tortosa, Spain. 30 pesetas yearly.

Inter-América, 407 West 117th St., New York. 80 cents yearly.

Museum, Mallorca 291, Barcelona, Spain. 25 pesetas yearly.

La Ilustración Española e Hispano-Americana, Sagasta 17, Madrid, Spain. 50 pesetas yearly.

El Heraldo, 434 East 71st St., New York. $1.00 yearly, 2 cents a copy.

Nuestro Tiempo, Marqués de Riscal, Madrid, Spain. 30 pesetas yearly.

España, Calle del Prado 11, Madrid, Spain. 12 pesetas yearly.

Pegaso, Calle Cinco de Mayo, Mexico. $8.00 yearly.

El Universal Ilustrado, Mexico, D. F., Mexico. $2.50 yearly.

La Esfera, Madrid, Spain. 30 pesetas yearly.

Las Novedades, 220 West 39th St., New York. $5.00 yearly.

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El Norteamericano, The South American, 165 Broadway, New York. Each $1.50 yearly.

Nuevo Mundo, Hermosilla 57, Madrid, Spain. 25 pesetas yearly.

La Prensa, 24 Stone St., New York. $2.50 yearly.

La Revista del Mundo, Garden City, N. Y. $1.00 yearly.

Revista Universal, 832-833 Park Row Building, New York. $1.50 yearly.

El Gráfico, 1400 Broadway, New York. $2.00 yearly.

Revista de Filología Española, paseo de Recoletos 20, Madrid, Spain. 17 francs yearly.

Pictorial Review, Spanish edition, Pictorial Review Bldg., West 39th St., New York. $1.50 yearly.

AMERICAN COMMERCIAL JOURNALS

América e Industrias americanas, 30 Church St., New York.

Las Américas, Hotel McAlpin, New York.

El Comercio, 114 Liberty St., New York.

La Hacienda, Buffalo, N. Y.

SPANISH COMMERCIAL JOURNALS

España y América, Cadiz, Spain.

La Unión Hispano-Americana, Calle de Alcalá 123, Madrid, Spain.

ALFRED COESTER

COMMERCIAL HIGH SCHOOL
BROOKLYN, NEW YORK

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FIRST YEAR COURSE IN COLLEGE SPANISH

Report of the Committee of the Central Division of the Modern Language Association of America. Unanimously adopted by the Central Division of the Modern Language Association of America, held at the University of Wisconsin, Madison, Wisconsin, December 28, 1917, and recommended for printing in HISPANIA:

Your committee, appointed at the last annual meeting of the Central Division to draw up a standard first year course in college Spanish, expected to have the advantage of working on reports from experiments tried in three different states (Illinois, Kansas, and Minnesota) upon the syllabi prepared by the College Entrance Board and the Association of Romanic Language Teachers of California. For reasons that have to do with the situation in which the nation now finds itself these experiments have not been carried out. The committee has, therefore, been obliged to draw up its report on an entirely different basis.

Fortunately, two other syllabi have come to hand and a careful comparison of all four has given some interesting results, among others a remarkable approximation to identity as will be seen from a brief statement of the reading requirements for the first half year: college entrance board = 100 pages; New York Minima = 65 pages (with most classes reported as actually covering 100 pages); National Education Association Minima as proposed by Professor Hatheway = 100 pages; Association of Romanic Language Teachers of California = 75-125 pages.

In working up any syllabus the prime essential is naturally a statement of the aim that is to be had in mind in carrying out the program. Mr. Wilkins of New York recently made the following statement:

"The aim in the teaching of Spanish is to effect that thorough mental discipline imparted by a study of grammar, idiom and syntax and so to develop that ready and accurate facility of ear, tongue and eye that, all combined, will make the present and future use of the language, and progress therein, both possible and certain. We cannot in two, three, or even four years assure a student a complete

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mastery of the language. But we can and should so train him that he may apply his knowledge of Spanish to any one or to several ends with the self confidence (conscious or unconscious) that he can easily grow up to any demands that may be made upon his knowledge of the language."

This is good as far as it goes, but there is at least one thing that should be added. In the judgment of your committee the teacher should be able even in a first year course in college to instill into the student some notion of and appreciation for the spirit and culture of the people whose language is being studied.

With such an aim before us, what will constitute a teacher who is well prepared and competent to realize it? An admirable answer is given in the report of the United States Bureau of Education on Modern Language Teaching:

> "Aside from the ability to teach, and the general culture necessary for every instructor, the modern language teacher should have a thorough, practical command of the language, a solid knowledge of its literature, both ancient and modern, and an acquaintance, first-hand if possible, with the life of the people whose language he assumes to teach. He should know thoroughly the grammar of the language, and if he has some knowledge of its historical development, it will prove of great benefit to him in his work. He should be able to read the language about as easily as he would read similar matter in his native tongue; he should be able to write a letter or other composition without gross mistakes in grammar or idiom; he should pronounce the language with accuracy, though he may not have the perfect accent of the native, and above all, he should be able to carry on an ordinary conversation with comprehension and without undue hesitancy. This degree of attainment will usually require a period of residence and study abroad unless unusual opportunities have been enjoyed at home; in any case, residence abroad, even for a short time, is greatly to be desired and should be the aim of every serious teacher. In the meantime, defects of equipment can be remedied in part by the reading of foreign books and periodicals, by attendance at American

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summer schools, and by association with foreigners in this country."

In these days when methodology has assumed such a prominent place in the educational world that some Teachers' Colleges have actually found themselves obliged to insist that students who take a course in methods of teaching this, that or the other subject should also be obliged to take a content-course on that same subject, it will naturally be expected that your committee will have something to say on the subject of method. Many would have us believe that the grammar method is hopelessly out of date; the natural method so called (than which there never was anything more unnatural) has had its ardent adherents and still has them; and at the present moment the reform method or the direct method seems to be gaining the upper hand. Your committee cannot help feeling that the method that will ultimately be adopted by most of our best teachers will contain the best element in each of these systems and will reject all the rest. We believe, too, that in brief space the ideal method has nowhere been better expressed than in the instructions issued to modern language teachers by the Minister of Public Instruction in Austria, to wit:

"The teacher of modern languages should bear in mind that he must use the language which is the subject of study as much as is possible, and the language of his pupils as much as is necessary; but he should never forget that he must at all times be intelligible to all the pupils."

Even though the teacher speak Spanish fluently he must bear in mind that his primary object is to teach pupils rather than subjects. Therefore, as the aforesaid Minister has said, he must at all times be intelligible to all the pupils. This will mean that all explanations of intricate points of grammar will be made in English. No one would think of teaching any other science (mathematics, chemistry or history, for example) in a language unknown to the pupils. Why then attempt to teach him anything but the simplest facts of Spanish grammar in a language he does not understand? Every teacher among us knows from bitter experience how difficult it is to get the pupils to understand the intricacies of grammar even when they are painstakingly and lucidly explained to him in his own language. Furthermore, we should bear in mind

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that the leading exponents of the direct method (the late Dr. Max Walter of the Frankfort Musterschule and Dr. W. H. D. Rouse of the Perse School in Cambridge, England) use the vernacular freely in associating clear and correct concepts with the new word they may be teaching. Conversational ability in Spanish is much to be desired and even in first year work as much of this should be accomplished as is possible, but here again we should bear in mind the experience of such men as those just mentioned. Dr. Rouse in his catalog explaining the method used in his school remarks:

> "At this stage [the Advanced, after five or six years of French] the pupils are already sufficiently advanced to be taught by a Frenchman in French."

This doctrine applied to our work in Spanish will prevent us attempting too much in our first year course; and just at this point your committee feels moved to suggest that even if at the end of a second year we fail to attain speaking ability, our work is well worth while, since all our other objects can be attained if our pupils acquire an easy and accurate reading ability, for this latter ability makes possible an intimate communion with the great minds of the country whose language is being studied. Most of us are familiar with cases of individuals who have never had the privileges of foreign travel and who speak but indifferently or indeed not at all any foreign language but whose knowledge of the literature, history, art, and general culture of several foreign peoples is a constant joy to all of their friends, as well as to themselves.

For pronunciation we recommend that Castilian be taught. The arguments for and against Castilian have been rehearsed time and again. The best recent summary thereof was published by Professor McKenzie as the result of a questionnaire sent to some of the leading teachers of Spanish in positions scattered all over the country. Your committee's recommendation in favor of Castilian is in line with the practice as well as the theory of the vast majority of those who answered the questionnaire.

Your committee agrees with the conviction of some of our best teachers (as for example the declaration of the Association of Romanic Language Teachers of California, reaffirmed in their second edition) that whatever method be adopted training in the principles of grammar must form the back-bone of the work in all beginning classes.

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While learning to read simple prose with a good pronunciation the pupil must also acquire the habit of translating into good idiomatic English any text he may be reading. There is much to be said in favor of the Latin professor who insisted that the proper translation of

"... ponto nox incubat atra"

is *not* "Black night lies over the waters," but rather "Night lies over the waters, black."

For the grammar work there are in particular two methods of covering the ground that should be covered in the first year's work. One may adopt a grammar large enough to occupy the entire year in going over the ground once. This method your committee does not favor. The other method is to adopt a grammar which will give a skeleton of the entire field in one semester. The second semester may then be devoted to a review of the grammar thus previously done, with greater stressing of detail.

There are two ways in which this latter plan may be carried out. The first is to take a grammar built on the lines of Edgren's French grammar. In this book the part called Part I gives a skeleton of grammar that may be comfortably worked through in one semester. In this part no mutilated paradigms are taught, but a complete outline of the grammar is presented. Then in Part II, so called, that same field is reworked with added details. The other method would be to take a short grammar presenting just material enough for one semester's work and then using in the second semester some good elementary composition book built systematically to enforce a review of grammar while giving some of the more important details that have formerly been omitted. The student will thus have covered all of the regular and auxiliary verbs, and most of the more commonly used irregular verbs, including all the verbs of motion; the gender and formation of the plural nouns; the agreement, formation of plural and position of adjectives; the entire paradigm of personal pronouns; the possessive pronouns (stressing adjectival and pronominal uses); the demonstrative pronouns (stressing adjectival and pronominal uses); relative pronouns; adverbs; negatives, and numerals.

Your committee especially recommends that in both verbs and pronouns the second person intimate forms both singular and plural be taught systematically in their proper places. Even though

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the teacher do not care to drill the pupils on these forms in the composition work, they should become part of the student's mental picture of the paradigms in question since he will so frequently meet them in almost any reading that he undertakes.

The study of syntax, as distinct from morphology, should be left for the second year's work.

For reading we recommend the accomplishment of about three hundred pages to be divided as follows:

First semester, 100 pages; second semester, 200 pages.

For the first semester it would probably be best to use some properly graded elementary reader. For the second semester a similarly graded advanced reader or even another elementary reader of different content may be used, although some teachers will doubtless prefer to attempt the reading of individual texts. In any case one such text should be assigned for outside reading and report in the second semester. The story thus chosen should be of about the bulk of *El Pájaro verde*.

In and through all this work in grammar and reading there should be constant practice in written and oral reproduction. Hence the readers and composition books chosen should be preferably those built along the lines that will most easily aid the teacher in his efforts in this direction. In this connection, too, the teacher should give the pupil constant practice in reproduction in writing from dictation.

Last but not least, your committee recommends that the pupils be taught to memorize some really good pieces of prose or verse; pieces that will be really worth the pupil's while as a permanent acquisition in his memory. For this work we recommend about sixty lines for the first semester and one hundred lines for the second semester.

In presenting this syllabus, the committee wishes to call attention to the fact that this course parallels, with due differences in method of attack, the first two years of high school Spanish as now represented pretty generally throughout the country. The pupils prepared under either system should be able to enter a standard second year course in college Spanish. The committee must call your attention to still another point. This syllabus is prepared to suit the needs of the college student who has had little or no other foreign language work previously. Our syllabus would have been

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very different if it had been made for the type of student who had had four years of one language and three years of a second language before taking up Spanish, as used to be the case with students who began French or German in freshman year in college.

This type of student is not very much in evidence these days, but when he is met he should not be given this syllabus, nor herded with the pupils for whom this syllabus was prepared. Such promiscuous herding is the height of pedagogical nonsense and is the fundamental cause for most of the evils from which modern language study now suffers.

Respectfully submitted,

ARTHUR L. OWEN
E. W. OLMSTED
JOHN D. FITZ-GERALD, *Chairman.*

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RUBÉN DARÍO

Darío no es ya un aprendiz de poeta sino una de las glorias literarias más grandes de la América española. Por eso no creemos impertinente dar a conocer un semblante del poeta a los lectores de HISPANIA que leyeren este artículo, hecho a vuela pluma, no en la lengua de Emerson, Irving y tantos otros insignes americanos, sino en la que honraron varones no menos ilustres.

Después de lo dicho por Rodó, quizás el crítico mas comprensivo y perspicaz que haya tenido Darío; después de lo escrito por Valera, Justo Sierra, González Blanco, Martínez Sierra y otros, mal haríamos en dar en la flor de juzgar al poeta a lo erudito, es decir, investigar las causas que formaron la personalidad literaria del maestro, indicar su parentesco intelectual con los grandes poetas líricos, así propios como extraños, y, por último, señalar el puesto que de hecho le corresponde en la historia de la literatura castellana de nuestros días.

Cuantos conocen la métrica española saben a ciencia fija a qué atenerse en cuanto al arte innovador del vate nicaragüense, y no ignoran cuán arduo es estudiar la obra arquitectónica de sus versos, unas veces de líneas simétricas y puras según la clásica manera, otras de forma irregular y estilo mixto, mas siempre con la cualidad de lo pintoresco y lo atractivo de la arquitectura moderna.

No nos proponemos, pues, mirar a Darío por el perfil de la poética, ni indagar en qué fuentes se inspiró su entendimiento peregrino, ni hacer reflexiones acerca de su influencia en la juventud instruida de habla española. Quisiéramos, eso sí, concretarnos a averiguar de corrida lo que Darío pensaba del mundo y de la vida, ya por una frase inadvertida o una estrofa intencionada, ya por un ademán imprevisto o un verso interpolado a sabiendas. Harto difícil es dar con la flor de Verdad oculta en el intrincado bosque de sus versos; obra de romanos tratar de conocer su pensamiento íntimo o su noción de las cosas y su actitud hacia la vida, ya que en vano buscaríamos en Darío un cuerpo de doctrina o una pauta de conducta.

No sabemos por qué recóndita asociación de ideas, no obstante la enorma disparidad de ambas épocas, al leer los versos de Darío

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dedicados a ensalzar los triunfos del amor a lo humano, nos viene a la memoria la remota figura del genial autor del innominado libro de versos, conocido por *Libro de Cantares* o *Libro De Buen Amor,* y aun nos parece oír a través de los siglos la risa franca y retozona del Arcipreste de Hita ante la sabrosa alegría del vivir. No ignoramos que el brío primitivo del uno contrasta con la culta manera del otro, ni podemos menos de notar la diferencia que hay entre el concepto de la vida, rústicamente epicúreo del Arcipreste y el epicureismo de Darío, libre de detalles ásperos y un tanto depurado por cierta idealidad que le hace pasar por moneda de buena ley aun entre los más remirados. Sin embargo, se nos antoja que existe un fondo común de sensasiones en el sensorio de ambos. Uno y otro son hijos legítimos de su tiempo; los dos descubren las flaquezas propias al par de la fé sencilla del uno, viva aún a pesar de la relajación de costumbres de entonces y del desbarajuste de ideas operado mediante la revaluación espiritual que comenzaba a efectuar el espíritu del Viejo Mundo, y de la complexa creencia del otro, difícil de analizar por el extraño consorcio de lo ingénito y lo postizo que se advierte en el alma de Darío. Las bizarras páginas de ambos parecen decirnos menos las virtudes y los pecados propios que los de la centuria en que vivieron o los de la sociedad de que formaron parte. En la obra de ambos, como en los grandes poemas, parece reflejarse la conciencia universal, si no en su totalidad, a lo menos, por no decir a lo más, en su aspecto mas humano: en la realización de las grandes posibilidades de acción, en sentido moral, de la experiencia de la raza.

Cabe aquí preguntarnos si su concepto de la vida era el resultado de un procedimiento de dentro afuera, una síntesis concebida por su inteligencia escudriñadora, o si sacaba la filosofía que derramaba con intermitencias deliberadas, mas bien que a raudales continuos, del modo de ser y obrar de la sociedad moderna. Debe tenerse en cuenta que Darío no era solamente actor en la comedia humana: era igualmente crítico, y por el tamiz de su crítica pasaron todas las nociones de sus coetáneos.

Confesaremos, no obstante, que solo tocó de soslayo las cuestiones morales de la vida contemporánea sin hacer crítica reconstructora. Nunca le pasó por la mente el dar una norma de conducta ni siquiera trazar una línea divisoria entre lo buenamente humano y lo humanamente bueno. Leed, si no, *El Reino Interior,* poderosa

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alegoría que pinta las luchas del alma de todas las épocas con palabras nunca oídas en tierras americanas. He aquí dos filosofías antagónicas que se han disputado siempre la supremacía del mundo; dos opuestas reglas de conducta que desde la antigüedad han trabado lid mortal por la posesión de la vida humana.. Se sienten en ella, confusas todavía, las vacilaciones del hombre, jamás la entereza moral del filósofo. Se observa el eterno conflicto entre el espíritu que se vuelve con ahinco hacia lo infinito y el cuerpo que se encorva tenazmente hacia la tierra. El apóstrofe final parece resumir, amén de las incertidumbres propias, la historia dolorosa de caídas y tanteos del género humano.

—Princesas, envolvedme con vuestros blancos velos!
—Príncipes, estrechadme con vuestros brazos rojos!

Las princesas son las siete virtudes, y huelga decir que los príncipes son nada menos que los siete pecados capitales.

Se le he tachado de blasfemo por la última estancia de la poesía intitulada *Ananké;* pero no debemos dejarnos embaucar por este alarde irreligioso, como tampoco es seguro índice de irreligiosidad una que otra velada burla contra la divinidad, cosa que se le escapa aquí y allí en algunos de sus versos y prosas. Achacamos estos pecados, que no titubeamos en llamar veniales, al prurito común de los hombres, aun entre los más sinceros, de conformarse a ratos al gusto de la época. Puesto que no se ve de parte del poeta propósito alguno de filosofar, tal vez venga a ser esta estrofa una salida rebuscada para sorprender a los lectores incautos, una especie de ardid retórico para hacer perder la pista a los malos sabuesos de la crítica que pretendieran entrarse de rondón en el *alcázar interior* del bardo.

Darío no era irreverente ni por soñación. Entre otras pruebas podría aducirse el espíritu de profunda reverencia que da vida al perfecto simbolismo que corre por la composición del *Año Nuevo* como sangre nueva y pura. Tampoco hay nada más sincero que esta última estrofa de su invocación a las musas, cristiana finalización de una poesía abundante de reminiscencias helenas:

. . . . . Decidme, sacras musas,
¿cómo cantar en este aciago tiempo
en que hasta los humanos orgullosos
pretenden arrojar a Dios del cielo?

Es preciso entender a Darío por estos arranques de sinceridad, en los cuales se trasluce su alma clara (Si hay, he dicho, señora,

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alma clara, es la mia!), en vez de ir a juzgarle por la sal pagana que ponía en sus versos o por la intención sensual que sacaba a relucir en sus cantos de la vida. Para decirlo sin ambages, no cabe duda alguna de que Darío era creyente de veras, ni podía ser menos: Darío no poetizaba de burlas, y ya sabemos que tanto para el verdadero poeta como para el grande artista no hay en definitiva sino dos eternas realidades: Religión y Arte.

No andan errados, eso no, los que le atribuyen ideas y sentimientos aristocráticos. Penetrado de la tradición clásica, este obstinado admirador de la Grecia antigua vista a través de la corte de Luis XV, no podía menos de tener un concepto aristocrático de la vida. Su mismo equipo intelectual le ponía por encima del vulgo y aun le hacía ver con malos ojos todas las manifestaciones del pueblo. Sabía, es cierto, que se leían con avidez sus producciones, lo que tenía que halagarle por fuerza; pero no se llamaba a engaño de que agradaban sus versos, no por los pensamientos que entrañan, sino por la música nueva que salía de su maravillosa flauta, para tañida por el mismísimo dios caprípede. Tenía conciencia de que los acentos de su lira no provocaban *estados de alma* en sus compatriotas. Con todo, no creemos pecar de desacertados al afirmar que su aristoscrática filosofía no pasaba de ser actitud mental pura y simplemente, que sólo se manifestaba en su cuasi morboso amor de lo insólito y en sus andanzas por tierras de sol o por países de nieblas en busca de emociones rarísimas.

Sus admiradores y discípulos imberbes han dado en la maña de sacar a colación a cada paso, tal vez para encubrir su menoría intelectual, lo de *encerrarse en una torre de marfil* y otras frases de la misma laya, dando a entender con ello que la obra de un artista, sea poeta o escultor, va dirigida solamente a un pequeño número de iniciados. No nos incumbe tratar aquí de la verdad o falsedad estética de esta fórmula de arte, puesto que hoy nuestra cuestión candente es la de estimar a Darío, aunque someramente, a la luz de la crítica encaminada a inquirir sus atisbos morales. Examinando, pues, este estado de ánimo por el criterio de la experiencia, nos vemos precisados a calificarlo de antisocial en sus efectos y en su origen. Por una parte, la práctica rigurosa de esta regla tiende a engendrar, y lo hace casi siempre, infecundidad mental en el individuo, a más de falta de simpatía para poder apreciar las obras maestras de todos los tiempos. Por la otra, es imposible encerrarse uno

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dentro de sí mismo, como en una concha, sin perder la visión de las cosas y sin convertirse uno en un ente aislado, indiferente a los supremos esfuerzos de la humanidad por lograr su salvación espiritual y política. Todos los espíritus desprendidos están acordes en que no es posible ser espectador del drama humano; es necesario salir de la *torre de marfil,* calzado el guantelete y ceñida la espada a usanza de los antiguos caballeros, y bajar a la arena a verter la propia sangre para ser capaz de comprender los errores y aciertos del mundo y hacer suyas las tristezas, alegrías y esperanzas de los hombres.

Elusivo e inconsistente, como el conjunto mismo de la vida, era el sentir de Darío en materias humanas. Cabían en él con perfecta naturalidad, sin andar reñidos, el materialismo de su siglo y el idealismo puro de pasadas edades. Y por este compuesto criterio juzgaba las cosas. En su obra corren parejas los himnos triunfantes de la sensualidad, a guisa de potros sueltos, y los versos decidores de las fruiciones más puras del alma. Aquí tenemos otro punto de similitud de emociones con el ya nombrado Arcipreste de Hita.

A pesar de las inconscientes incompatibilidades que dormían en el fondo de la conciencia de Darío, tenemos que convenir en que su poesía está dotada de la extraordinaria virtud de espiritualizar ideas y sentimientos que en otras naturalezas menos privilegiadas resultarían triviales y hasta groseros.

Aunque su contribución moral es inferior con mucho a la intelectual (cosa natural y dentro de razón, por ser la obligación del poeta la de producir en otros emociones estéticas, y Darío lo consiguió con su *técnica* y su entonación), no por eso dejamos de tener una inmensa deuda de gratitud para con el gran poeta nicaragüense, quien, al iniciar la labor de renovación del verso castellano, deja a sus hermanos en linaje un instrumento ennoblecido por el toque de sus manos de artífice, para cantar las glorias pretéritas y futuras de la raza, las olvidadas hazañas de la vieja y noble cepa española y el nuevo espíritu que anima al mundo hispano.

JULIO MERCADO

COMMERCIAL HIGH SCHOOL
BROOKLYN, N. Y.

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CONSTITUTION OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH

Article I. Name.

The name of this Association shall be The American Association of Teachers of Spanish.

Article II. Purpose.

The purpose of this Association shall be the advancement of the study of the Spanish Language and Literature through the promotion of friendly relations among its members; through the publication of articles and the results of investigation by members, or others; through the presentation and discussion of papers at annual meetings; and through such other means as may tend to promote the efficiency of its members as teachers of Spanish.

Article III. Membership.

1. The membership of this Association shall be composed of two classes: active and honorary.

2. Active membership shall be open to all teachers of Spanish and to all those interested in the teaching of Spanish.

3. Distinguished Hispanists, to a number not to exceed thirty, may be elected to honorary membership. Honorary members shall receive an engraved certificate of election, sealed with the seal of the Association and signed by the President and the Secretary-Treasurer; and they shall receive gratis the official publication of the Association. Honorary members shall enjoy all the privileges of active members except the right to vote.

Article IV. Officers.

1. The officers of this Association shall be a President, three Vice-Presidents, a Secretary-Treasurer, and an Executive Council consisting of these five officers and four other members.

2. The term of these officers shall be one year; except the Secretary-Treasurer, who shall hold office for two years.

3. Elections shall be held at each annual meeting, and all officers shall be elected by a majority vote.

4. Vacancies occurring between two annual meetings shall be filled by action of the Executive Council.

5. There shall be Honorary Presidents.

Article V. Duties of Officers.

The President, Vice-President, and Secretary-Treasurer shall perform the usual duties of such officers.

The Executive Council shall perform the duties hereinafter provided.

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Article VI. Election of Members.

Application for membership may be made to the Secretary-Treasurer by any person desiring to become a member.

All persons receiving the affirmative vote of a majority of the Executive Council shall become members of the Association upon payment of the annual dues.

Article VII. The Executive Council.

1. The President shall act as Chairman of the Executive Council.

2. The Council shall make all arrangements for the annual meeting, and shall cause to be printed a copy of the program in the issue of HISPANIA immediately preceding the annual meeting.

3. The Council may appoint committees to investigate and report upon subjects germane to the purposes of the Association.

Article VIII. Dues.

1. Each active member shall pay two dollars annually to the Secretary-Treasurer, fifty cents for dues and one dollar and fifty cents for subscription to HISPANIA; and no member who is in default shall be qualified to exercise any privilege of membership.

2. Any person who is in arrears more than one year may be dropped from the rolls.

3. Honorary members shall be exempt from the payment of dues.

4. Any member, or any person eligible to membership, may become a life member by a single payment of twenty-five dollars.

5. No memberships in the Association nor subscriptions to HISPANIA shall be separately accepted; all members of the Association are subscribers to HISPANIA.

Article IX. Official Organ of the Association.

1. The official publication of this Association shall be known as HISPANIA, and it shall appear quarterly.

2. The Editorial Staff of this publication shall be appointed by the Executive Council and shall consist of the following: an Editor, two Consulting Editors, nine Associate Editors, and an Advertising Manager.

3. These shall hold office for three years, except the Associate Editors, who shall be appointed as follows: The first year the President shall appoint three Associate Editors for a term of one year, three for two years, and three for three years. Thereafter, the Executive Council shall appoint annually three Associate Editors for a term of three years.

Article X. Annual Meeting.

The Association shall meet annually at such time and place as the Executive Council may select, and those present shall constitute a quorum.

Article XI. By-Laws.

By-Laws may be adopted at any annual meeting of the Association.

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Article XII. Amendments.

1. The Constitution may be amended by a two-thirds vote of those present and voting at any annual meeting; provided that written notice of any proposed amendment shall be sent to the Secretary-Treasurer by at least five members of the Association in time to be published in the last issue of HISPANIA prior to the meeting at which it is to be voted upon.

2. It shall be the duty of the Secretary-Treasurer to cause to be published in HISPANIA all amendments thus proposed.

By-Laws.

1. Nominations for Office. At each annual meeting the President shall appoint a committee of five, not officers of the Association, to present nominations for the offices to be filled at the next annual meeting. The nominations shall be printed in the form of a ballot in the last issue of HISPANIA previous to the annual meeting; and a blank space shall be provided for each office, under the name of the candidate nominated by the committee, upon which additional nominations may be made. Members who do not intend to be present at the annual meeting may then use these ballots to send their votes by mail to the Secretary-Treasurer, who shall, at the meeting, count these mail votes with those cast at the meeting.

Nominations of the first officers of the Association shall be made for a term of two years, and the first officers elected will, accordingly, hold office for two years.

2. Meetings of the Executive Council. There shall be a regular annual meeting of the Executive Council prior to the meeting of the Association. A special meeting of the Executive Council shall be called by the President on the written request of at least four members of the Council, and notice of such meeting shall be sent to every member two weeks in advance.

3. Local Chapters. Local chapters may be organized by fifteen or more members of the Association in regional groups of institutions for such purposes not inconsistent with the Constitution and By-Laws of the National Association as such chapters may determine. The Constitutions of such chapters must be approved by the Executive Council of the National Association, and the members must all be in good standing in the parent organization. No dues shall be required in the local chapters unless the members so desire, and the expenses of a local chapter shall be met by the National Association up to an amount not to exceed fifty cents per member per year; provided the expense account of said chapter has been approved by the Executive Council of the National Association.

4. Committee on Honorary Membership. There shall be a standing committee of ten who shall report to the Executive Council the names and qualifications of persons for honorary memberships. Such report shall be made yearly in time to be printed in HISPANIA before the occurrence of the annual meeting of the Association.

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CRÓNICA LITERARIA DE ESPAÑA

Me propongo recoger en una breve crónica trimestral lo esencial del movimiento literario español del día, en su aspecto de creación artística. Concisión y selección serán mi lema: no hablar de ninguna obra que no merezca ser leída y decir de ella en las menos palabras posibles su carácter y significación. Espero llenar así un modesto papel de informador, que será, sin embargo, útil para cientos de lectores de HISPANIA, que no pueden desde aquí orientarse en el conocimiento de la actividad literaria contemporánea. Aun para mí—que espiritualmente vivo en España tanto como aquí—es a veces difícil tener una información rigurosamente completa. No todo libro publicado llega inmediatamente a mis manos. Sirva esto de advertencia para justificar el posible desorden cronológico que se observe en estas crónicas. No hablaré, sin embargo, de libros anteriores a 1917, y espero que más temprano tendrán aquí cabida e imparcial apreciación todos los libros importantes que desde esa fecha se hayen publicado.[1]

Se caracteriza la producción bibliográfica del año pasado, más que por la aparición de obras nuevas y de hombres nuevos, por la reproducción de las mejores obras de algunos de los literatos contemporáneos que alcanzan ahora la culminación de su labor. A esta culminación responden el público y la crítica dedicándoles la consagración definitiva que consiste en tratarles como si fueran clásicos. Asistimos, pues, al momento en que una generación literaria, la que empezó a escribir a fines del siglo XIX, después de veinte años de labor y de lucha, empieza a adquirir una definida perspectiva y claro-oscuro, estableciéndose en ella de modo preciso valores y jerarquías.

Dos poetas líricos se nos aparecen en primer plano: Juan Ramón Jiménez, el exquisito poeta andaluz de la elegancia y la melancholía, y Antonio Machado, el sobrio poeta castellano de la sinceridad y de la fuerza. Por debajo de esta antitesis aparente hay entre *estos dos poetas una honda* hermandad española de tradición y de espíritu, y representan hoy cada uno a su modo el punto más alto de la poesía de España. Juan Ramón Jiménez, cuya obra es abundante, ha empezado a publicar este año sus *Obras completas* en elegante edición de la casa Calleja. Tres de los tomos publicados son totalmente inéditos: *Sonetos espirituales, Estío, Diario de un poeta recién casado.* El mejor de los tres es *Estío*, poesía rápida, intensa y concisa, en que nada concreto estorba la expresión concretísima de la vaguedad lírica. Otro tomo, en prosa, pero de pura y fresca poesía, es *Platero y yo*, que antes había sido publicado por "La Lectura" no completo como libro para niños con lindas ilustraciones de Marco. El libro fue considerado, por los niños y por los grandes, como un espléndido regalo del espíritu. Al mismo tiempo que estas obras aparecen en España, la "Hispanic Society of America," sensible a las pulsaciones de la vida artística de España, recoge en magnífica

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1 De todas los libros citados aquí y de otros de menor importancia no citados, se encontrará la completa citación bibliográfica en la *Bibliography* de esta revista.

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edición (por desgracia no puesta a la venta) una colección de *Poesías escogidas* de este poeta, hecha por el mismo y en la que hay una gran parte de material inédito.—Antonio Machado, cuya obra es reducida, tiene en esto probabilidades de ser más fácilmente conocido. Ha visto publicadas sus *Páginas escogidas* en la serie, excelentemente editada, por medio de la cual la casa Calleja de Madrid está dando a conocer la mejor literatura clásica y contemporánea. Al mismo tiempo la "Residencia de estudiantes," como homenaje a tan admirable poeta, amado de la juventud, ha publicado en un tomo sus *Poesías completas.*—Habría que añadir, para completar lo que a la poesía se refiere, la publicación de varias obras del excesivamente prolífico poeta, siempre fácil y excelente versificador y a veces poeta verdadero, Francisco Villaespesa: *Andalucía, Judith, La maja de Goya, Paz.*

Calleja nos ha dado también en su selecta serie de *Páginas escogidas* las de tres novelistas de primer orden: Leopoldo Alas (Clarín), ya muerto, menos conocido fuera de España de lo que merece (para algunos es el mejor novelista español del siglo XIX); A. Palacio Valdés, bien conocido en España y fuera de ella, y *Azorín* (Martínez Ruiz), el primero entre los prosistas de la generación rigurosamente contemporánea. La selección de las páginas está hecha por los autores mismos, cuando se trata de escritores vivos; esto a veces añade un nuevo interés al libro. La selección de *Azorín,* por ejemplo, no eximirá de la lectura de obras del autor tan admirables como *Castilla, Lecturas españolas* o *La voluntad;* pero será una excelente introducción al conocimiento de este escritor, sin el cual apenas puede entenderse algo del movimiento literario de los últimos veinte años. Palacio Valdés ha publicado, además, un libro sobre la guerra europea, titulado *La guerra injusta; Azorín* otro, titulado *Entre España y Francia,* y además una obra de crítica, interesante pero no de las mejores que ha escrito (*El paisaje de España visto por los españoles*) y una nueva edición de sus impresiones del parlamento español, llenas de ironía y de finura artística (*Parlamentarismo español*).

José Echegaray, que se sobrevivió a sí mismo, se entretuvo en escribir en las postrimerías de su vida sus *Recuerdos,* publicados en libro ahora. Es siempre difícil seguir desde fuera de España la labor de los nuevos autores dramáticos. Las últimas obras de Benavente, que han llegado a mis manos están publicadas en el año 1916; *Campo de armiño, La propia estimación, La ciudad alegre y confiada,* significan una decadencia más bien que un progreso en la obra del gran escritor. La última viene a ser una continuación de *Los intereses creados*—quizá la mejor obra del autor y desde luego una de las mejores comedias españolas; pero esta segunda parte está lejos de tener el mismo valor que la primera. Aparte de esas comedias, ha publicado un interesante volumen de *Crónicas y diálogos,* y una selección titulada *Mis mejores escenas.*—Los hermanos Quintero han reimpreso *Los Galeotes,* una de sus mejores comedias, y han estrenado últimamente con gran éxito otra, relacionada con *Puebla de las mujeres,* y se llama *Así se escribe la historia.*—Martínez Sierra ha estrenado con éxito una obra nueva, *Esperanza nuestra.*

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En el mundo del pensamiento expresado en formas literarias tendríamos que señalar como el hecho más importante la publicación, que está llevando a cabo la "Residencia de estudiantes," de todos los *Ensayos* de Miguel de Unamuno, el primer ensayista español. Estos *Ensayos,* escritos durante veinte años, representan en conjunto el esfuerzo más valioso del pensamiento español contemporáneo; están escritos, además, en una lengua rica y expresiva y en un estilo vibrante y original.—Solo en este terreno del pensamiento ofrecen estos últimos años la aparición de una nueva y vigorosa personalidad. José Ortega y Gasset, autor de *Meditaciones del Quijote* y de *Personas, obras, cosas* . . ., ha publicado el segundo volumen de su obra *El espectador,* libro en que no se sabe que apreciar más si el valor de las ideas o el de su expresión literaria. La juventud española que empieza a distinguirse suele apartarse de la pura literatura y se dirige hacia la filosofía, la crítica, la ciencia. Así Ricardo de Orueta pone su ardiente personalidad en el estudio de la escultura española (*Berrugüete y su obra*), Manuel G. Morente comenta *La filosofía de Henri Bergson* o *La filosofía de Kant,* en libros que, a una seriedad científica mayor que la acostumbrada, suman una amplitud de visión y una belleza de exposición que ponen estos temas difíciles al alcance de los grandes públicos.

Hay también en España una literatura de la guerra, que ha producido ya algunas obras de indudable valor estético. Ya hemos citado dos obras de *Azorín* y de Palacio Valdés; habría que añadir, aparte de la hermosísima novela de Blasco Ibáñez, *Los Cuatro jinetes del Apocalipsis,* las obras últimamente publicadas por Ramón del Valle-Inclán, *La media noche; Visión estelar de un momento de guerra;* R. Pérez de Ayala, *Hermán encadenado;* A. Insúa, *Páginas de la guerra;* Condesa de Pardo Bazán, *Porvenir de la literatura después de la guerra,* y Jacinto Benavente, *El año germanófilo.*

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REVIEWS

SPANISH READERS

PRELIMINARY REMARKS

Who, what and "when" is the ideal reviewer? Ideally the reviewer of a school-book should reserve his opinion, at least if committed to cold print, on any text until he has given it an honest test in his own class room. But even if this were desirable, it is obviously impracticable. Fortunately, however, the experienced schoolmaster can detect the essential worth or worthlessness of a given text on careful perusal. Intuitively he looks for one or more features that his experience has convinced him constitute an essential advance over its predecessors or competitors. Often a cursory examination reveals whether or not the new arrival is entitled to his serious consideration. He will not be blind to its excellences. The element of prejudice is quite negligible.

But the more intricate question interjects itself: Whom does the review serve? In every school-book a trinity of interests is involved. In polite society we denote them as author-editor-compiler, publisher and teacher. That the more immediate aims of the two former may converge into a reasonably selfish one does not concern us here. The consumer is that larger community that makes the schools possible and by whom the teacher is deputized to select the books for the pupils to buy or to borrow—in either case to *use*. To say that the public always gets what it wants in this commodity, the school-book, is a sad reflection on society, let alone the educators. It may get what it deserves, as a reward of its own indifference.

Now the lack of mutual regard and proper co-operation among the three parties here in question has been and still is lamentable and a great hindrance to the best classroom interests. What quantities of school books go into the discard every year! Books, similar in type, have been issued in such quick succession, even by the same house, as to make impossible a fair trial of any one of them and a record of results during a single year, not to say a high school generation. Such haste and overproduction is equally unfair to all parties concerned.

The perplexities caused by the numerous books clamoring for recognition is brought home to those who have served on and labored with textbook committees, and they alone know how difficult it is to select for their fellow-workers the book of fewest regrets, the book of the utmost serviceability to teacher and to pupil.

The final arbiter, then, both of the author's work and the publisher's sagacity, and as such the most important member of this threefold group at interest, is the teacher, and him the reviewer will have primarily in mind.

If what has been said of textbooks in general be at all relevant, it is equally applicable to any one division of instruction, and the modern

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languages come in for our particular solicitude. Spanish, on account of the relative recency of its introduction into the public school curriculum is spared much of the censure attached to French and German publications. Teachers of Spanish therefore may learn from the successes and failures of their colleagues in the other foreign languages, for their problems are the same. It is with the view of establishing a better understanding between authors and publishers of Spanish books and the teachers of Spanish that these paragraphs have been written; it is hoped that there may be avoided much of the disappointment, the costly labor and futile effort expended on the other modern language texts; likewise the rebellion and bitterness of spirit which the prescribed employment of unsuitable textbooks produces in teachers with the resultant injustice to the pupils.

The more immediate topic engaging our attention is that of Spanish readers. We have been told that a reading habit is one-third of an education. All systematic language teaching revolves about some sort of text, be it phrase-book, fable, anecdote, tale, classic, or the like. Hence the reading-matter cannot be too carefully selected and edited It must introduce *Realien,* i. e., impart knowledge about the real things impinging upon our daily life in our homes, in our occupations, in our various social relationships; in short, all the objects and ideas that enter into our workaday experience and the vocabulary to express them. It requires a master to write or to construct a reader that will systematically bring these various elements into play, with naturalness, yet with the proper gradation for the beginner.

Readers are primarily intended as an introduction into the language and not to literature proper. It is my conviction that the "classic," pure and undefiled, has no real place in the high-school course before the third year. We must simply face the fact that the American youth, at this stage of immaturity, cannot properly appreciate a foreign classic. Besides it is an injustice to the author to blame him, or to even expose him to the crude criticism of adolescents for not being understandable. If he amounted to anything in his own country, he wrote for his own people, and not with one eye on a possible future ninth or tenth grader in far off America. A well-arranged reader—and its keynote should be Unity in Diversity—is the sufficient portion of our neophytes. If they do not continue beyond the second year they will have had variety enough in a good reader and a far more useful stock of words than any one strictly literary text can supply, and they will be prepared to read the simple classics by themselves, if interested; if they do go on with their foreign language they will in due season be inducted into the higher reaches of real literature.

That teachers of Spanish have not lacked material in the way of "readers" is evidenced by the twenty-six eclectic, academic readers (exclusive of beginners' books, abridged classics, commercial, scientific, historical, etc.) that have accumulated on my shelves. These are nearly all that have ever been published in the United States, and a number of them are

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among the most popular. They have been put out by ten different American publishers within the past twenty years. They have appeared as follows: one each in 1897, 1899, 1900, 1902, 1905, 1909, 1910, 1912 and 1914; two each in 1907 and 1908; five in 1916 and eight in 1917. No two of them are by the same compilers, although one name appears in collaboration. Two books bear the names of women, both in collaboration; one is compiled by two women. With two or three exceptions none of the selections is duplicated and the only things common to all of them are a text and a vocabulary; here and there one observes attempts at grading. None of them makes reference to its fellows. Why should any of these be placed in the pupil's hands in preference to the other?

Are there no criteria, no definite desiderata that may be posited for a "reader" after all these years of experimentation? In order to make the matter clear to my own mind, I had to draft an outline of what a "reader" would mean to me, and what I herewith submit is my estimate of such a thing from the view of hypothetical authorship. It is the result of contact during many years, in and out of the classroom, with a number of modern language readers, more or less satisfactory, and of the greatest variety.

The following observations embody points to be considered in the making of a good modern high-school reader in Spanish:

1. Authorship.—It should be compiled by experienced teachers in actual service, or by those who have recently been such; men or women, thoroughly conversant and sympathetic with the American youth. It would seem that joint-editorship is preferable to one man responsibility. Collaboration invariably means a better product; the interchange of ideas, the mutual inspiration and encouragement in what must be exacting labor, as well as the restraint on each other, so necessary to such an undertaking.

2. Subject-matter.—Like any other good textbook a reader should be limited and definite in scope. If the collection is made up of literary pieces there will be a great mass of material to choose from; but the selection must be made with specific aims: first, in regard to the pupil's ability to master it reasonably, with the legitimate aids (see below) usually conceded; secondly, with a view to inherent, purposeful interest, contributing to the intellectual growth of the pupil.

The first third of the book should be well-graded prose. The question of gradation is the bug-bear of every editor-compiler. It cannot be too painstakingly done. It practically means original authorship, a carefully planned and constructed text by a conscientious and far-sighted writer. He must be able to foresee the succession in which certain difficulties will arise and how to meet them, how to clear them away in as logical an order as the genius of simple, natural discourse will permit.

The subject-matter of such a constructed text should include the every-day happenings in the home, school and politico-social life of the student, so that its vocabulary may comprise at least the names of the parts of the

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body, of the clothes, of the household, of the school-room and of the school and local government; of the commoner animals, herbs, flowers, food-stuffs, means of locomotion, neighborhood geography, and kindred matters. A second part may well be built around selected topics on the more important and better known Spanish-American countries—their traits, customs, institutions and history, together with brief mention of the more important members of the Pan-American Union and the part of the United States of North America therein. It hardly admits of argument nowadays that the motive of the average American taking up the study of Spanish is his interest in South America rather than in the Iberian Peninsula. A third part may comprise selected complete short stories, carefully edited, typical of the life and characteristics of Old Spain. They should be chosen with particular attention to their vocabulary. Proverbs, simple verse, a few national hymns, and popular songs with musical notation lend added atmosphere.

Somewhere in the book, before or after the regular reading matter, should be inserted a fairly complete classroom word-list, such as directions by the teachers and responses by the pupils, greetings, letter-writing formulas, etc. A prepared list of these would be time-saving to both teacher and pupils and more than compensate for the extra effort of the compilers and the slight added expense of the publishers.

3. Amount of text.—One hundred pages, exclusive of illustrations, would suffice. This would allow the teacher some leeway for personal initiative, for the introduction of other material of his own choice as occasion or desire may dictate.

4. Vocabulary.—Extent: two thousand words is a generous maximum, about half of which ought to become an active vocabulary by the end of the year. Simpler idiomatic locutions (with cross references) may well be relegated to the general vocabulary. Training the pupils to observe the finer shades of meaning, to have them weigh and consider subtleties of phrase, to make them exercise a choice of the proper meaning is splendid pedagogy. The vocabulary ought to contain all forms of the irregular verbs occurring in the text; also the definite article before all nouns for the sake of association. Although the function of the vocabulary is primarily to give definitions, it would seem a useful extension to include under the word concerned whatever brief informational comment may be called for: biographical, historical, literary, etc., usually incorporated in the notes. In this way it is bound to come to the pupil's attention at the right time.

5. Notes.—The proper office of the notes is to explain. The less explanation there is to make the better, and then only the most unusual syntactic or other unavoidable difficulties and allusions, requiring elucidation. If notes serve any useful purpose at all they should be a help and time-saving to the pupil in his preparation of the day's assignment.

6. Compositional features.—To some teachers questions and exer-

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cises, written and oral, are an offense. In that case they can easily be ignored. To others they are a decided aid because they offer something definite, a certain minimum for which to hold the class responsible. Well-arranged questions and exercises, always connected and having direct bearing on the text, involving practical use of idiom, suggestive and setting a problem, seem worth their while.

7. Other apparatus.—Illustrations are indispensable and should be plentiful. They are often as near "realien" as the majority of classes ever get. No illustrative matter should ever be inserted that is not related to something or somebody entering the pupil's experience. Well-selected photographs of public buildings, squares, parks, etc., picturesque costumes, conveyances, striking landscapes and allied subjects ought to constitute the bulk. Pen-and-ink sketches allow even greater play for the imagination of the artist.

Good maps and plans of cities should be supplied, not mere outline charts. First-rate combination physical and political maps can now be obtained. Cities, towns and districts of importance in history and literature should be indicated. Nothing serves better to orientate the pupils and to dispel their ignorance about even contiguous countries than maps.

8. Appendices.—Complete paradigms of the regular verbs and synopses of irregular verbs; these cannot be consulted too often. A brief statement on word-making by derivatives, a conspicuous feature of the Spanish language, would afford an interesting means of enlarging the vocabulary with little effort.

(A) **Elementary Spanish Reader** with practical exercises for conversation, by Aurelio M. Espinosa, Ph. D. Benj. H. Sanborn and Co., Boston, 1916. 8vo, ix—208 pp.

(B) **A First Reader in Spanish** by Rudolph Schevill, Ph. D. Ginn and Co., Boston, 1917. 12mo, xiii—181 pp.

(C) **Lecturas Fáciles con ejercicios** by Lawrence A. Wilkins and Max A. Luria. Silver Burdett and Co., Boston, 1916. 8vo, xiii—266 pp.

(D) **A Spanish Reader for Beginners** by M. A. De Vitis. Allyn and Bacon, Boston, 1917. 8vo, xiv—345 pp.

(E) **Elementary Spanish-American Reader** by Eduardo Bergé-Soler and Joel Hatheway. Benj. H. Sanborn and Co., Boston, 1917. 8vo, xiv—460 pp.

(F) **The Spanish-American Reader** by Ernesto Nelson, with full notes and vocabulary. D. C. Heath and Co., Boston, 1916. 8vo., xiii—367 pp.

(A) Here, in the words of the author's preface, "we have in the whole a good representative collection of choice material from modern Spanish popular and learned prose and verse." Closer examination bears out this statement. The emphasis on the words just quoted very properly falls on 'choice' and 'modern'. The selections have a flavor of peculiar refinement, which at once sets this book off from its fellows with similar titles. It is an exotic, so to speak, in the textbook line, especially for an elementary

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reader. It is a collection that any father of fine literary discrimination might well select and edit for his children, real or imagined. And for the youth fortunate enough to be inducted understandingly into the atmosphere of Spanish through this book, it would be strange indeed if his subsequent reading were not of a very high order, and his literary conception and taste at once defined.

Only a scholar and folk-lorist of the reputation that hispanists know Professor Espinosa to be could or would bring out a book like this. For this type of book is a challenge to the accepted standards of classroom reader we have been accustomed to see up to within the past five years. There is here little bid to the practical, notwithstanding p. iv. of the foreword, that "all the selections present idiomatic and practical Spanish." They are practical to the same extent that all polite literature is practical.

In the present overcrowded curricula of our public schools, this book will find favor with that as yet too small number of teachers fortunate enough not to have to keep the counting house in view as the alpha and omega of Spanish secondary instruction. I do not mean to say that the collection here offered is not for young folks. For the most part it is distinctly that, but the cry nowadays is for "realien" and more "realien." The only possible concessions in this direction are the first three chapters, written by the editor himself and entitled: *La Sala de Clase, La Clase de Español* and *La Lengua Española.* These are well composed and simple. The editor missed a fine opportunity to incorporate right here a broader *practical,* i. e., every-day vocabulary, which could have been done without violence to his larger aim,—that of keeping his text on a high literary level.

In the other prose selections there is much colorful Spanish, idiomatic even unto quaintness. The four Spanish-American folk-tales are exquisite and have the added value of first-hand oral transmission to the editor.

The two folk-tales of Old Spain are drawn from the splendid Colección Calleja (Madrid). The remaining three prose selections, Nos. XV, XVI and XVII, are from the pens of distinguished contemporaneous literary artists, respectively from Venezuela, Cuba and Spain. The subject-matter of these extracts is rather unrelated to the young American mind. The second selection requires twelve footnotes to two in the first; the verbal forms and syntax here introduced are beyond the pupil in the first six months of his study; the extract from Zamacois is a bit sophisticated and remote. Benavente's *"Los Reyes Magos"* is very pretty, and the happiest choice of the three.

"Sábado sin Sol" is a lively playlet, and lends itself readily for presentation by older students. More of the dramatic, of just this kind, would have been welcomed. In fact, teachers are waiting for a good collection of simple, vivacious Spanish plays, suitable for high school class and club production. Darío's *"La Niña Rosa"* is rather mystical and its topic unsuited to memorizing in our public schools, as the preface recommends. The

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Coplas (the musical notation of four of them is given) call for three pages of exposition on Spanish prosody.

Proverbios, Adivinanzas and *Chistes y Anécdotas* complete the reading matter of the book. Well-chosen questions serve to review and to reinforce idiom and content of the respective selections. Three maps and ten illustrations enhance the value of the book.

To quote from p. 87: "Todo lo raro implica una distinción, una selección, una aristocracia"!

(B) differs from (A) in two respects, in that Professor Schevill frankly declares (1) that his "selections were not made on literary grounds" and (2) that "they were used at one time or another" in his classes. That these were not first-year high-school classes would appear from the reference on p. viii to "adolescents of seventeen or thereabouts." From this it is clear that his book is not intended as a "first" reader in our public secondary schools. If it had been designed for such, the editor's expectations are incompatible with the preparation of the average high-school beginner.

In their forewords both compilers accent sound pedagogical usage, emphasizing the value of the story as a basis for conversation in the classroom, for reproduction, and for memorizing." Schevill lays special stress on expressive reading aloud and recitation,—oratorical agility, as it were. His material lends itself well to this, a good crutch being supplied in the system of marking the accepted syllables in selections I, II, and III.

Professor Schevill has not hesitated to edit the original texts. But while once about it he might have done so to a much greater extent. By this means the grading would have resulted more happily; however, the editor anticipates criticism by asserting, p. vii, "that there can be no greater mistake than in arbitrary simplification of a page by taking out all the genuine idiomatic expressions because they seem hard." Well, high-school teachers at least will object that the wealth of idiom allowed to stand here is absolutely unmanageable with their beginners and clearly beyond their depth. The *diálogos humorísticos* of part II will not be quite so humorous for the pupil, as they are not easy, in spite of their innocent appearance.

As to the subject-matter, the principle of variety set forth on p. vi is consistently adhered to. Each of the three sections itself contains varied material: proverbs, popular tales, fables, humorous poems and fairy stories. Of the thirty selections, eleven are verse and the balance prose, novelistic and historical. All of them are of sustaining interest, offering on the whole a representative and practical vocabulary.

A few typical questions and answers are given after each selection in part I; the notes are accurate and show fine restraint. Twelve illustrations, modern and artistic pen-and-ink sketches, a map of Spain and one of South America complete the apparatus.

(C) This book and the following one (D) are in marked contrast to the two just discussed in that, first, they have been brought out by experienced high school men who know the limitations and tastes of very young pupils, and second, both books are of the pioneer group which

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have been appearing the past two years, breaking away from the tradtional in their choice of material. Striking a happy medium between the juvenile and the too advanced, they introduce reading matter of present-day interest.

Lecturas Fáciles is the earlier publication, and is "the result of the conviction of the authors, after several years of experience teaching the Spanish language, that it is discouraging to the students of the language, as well as contravention of all common-sense pedagogy, to place before them as reading material in the first year and a half, selections from classic Spanish novelists and short-story writers. Such writings can only be understood and appreciated after considerable training in the fundamentals of Spanish, a language abounding in intricate, idiomatic expressions and having great wealth of vocabulary." Adhering to these tenets they have produced a collection of easy readings appropriately entitled *"Lecturas Fáciles."*

Part I has but slight connection with Old Spain, the caption running: *"Sección de Cuentos Europeos."* It consists of European tales and fables, several of them known to us through other anthologies. Their atmosphere is not distinctly Spanish; still, beginning a foreign language on familiar subject-matter has its advantages. The idiom can still be *"muy español"* as is demonstrated here. However, a few literary portraits, characteristic of Spain are distinctly missed. Of the thirty prose selections, nine are verse and suitable for memorizing.

Part II is devoted wholly to the New World. The twenty-one prose selections include: six from the pen of the Chilean, Daniel Barros Grez; a charming Peruvian *tradición* adapted from Ricardo Palma; a historical extract from Guiteras. A biographical note on all of these would not have been amiss. The remaining articles contain various useful information about the South-American republics. Several of these are adaptations from that vast storehouse, the archives of the Pan-American Union.

An appendix gives a synopsis of the irregular verbs and a complete paradigm of the regular verbs, with the English of every form. There are three good maps and forty-six illustrations in half-tone, mostly full-page.

An added feature is a most useful series of exercises, written and oral, of the utmost freshness and variety, some of which follow each reading: questions, idioms, paraphrasing, synoposes of verbs, free reproductions, recapitulation, etymological word-lists, etc.,—practically every good and sound device for reinforcing and reiterating the fundamentals of grammar and composition.

(D) This is a book to challenge attention. It represents an infinite amount of thought and labor. There is nothing to hinder the inference that the entire manuscript is the original work of the author although his thanks go out to "the Pan-American Union for a wealth of information regarding the Spanish-American countries." A general idea of the scope and dimensions of this book may be had from these data: Total pages:

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431, exclusive of fourteen introductory. The text-book proper numbers 62 pages with 22 titles devoted to Spain; 177 with 22 titles to South America; 4 pages with 8 titles to an anthology of Spanish verse, and 9 pages with 15 titles to South American verse; 30 pages with 15 titles of popular and national songs of Spain and South America, and musical notation for all of them; 46 pages are given over to appendices, mostly statistical; 129 pages to vocabulary, and 14 pages to an index. 146 illustrations and 4 maps embellish the book.

The brief and succinct preface of two pages tells us that "The *Spanish Reader* aims to do four things: to furnish interesting, practical material for first-year reading; to give the student a knowledge of the life and customs of Spain; to teach the geography, history, and literature of Spain and of South America; to equip the pupil with linguistic accoutrements for an invasion of the South American business world." From the same source we learn that the language of "the *Reader* is simple, carefully graded, and idiomatic"; that "to make the work practical, conversation abounds, although there is no lack of narrative"; that "only the present tense is used in the first part of the book . . . thus the reading may begin the first month of school."

A clew to the encyclopedic character of this book is obtained from the Index "which enables the student to find at once any bit of information contained in the book." In fact this volume resembles a sort of adolescent's book of knowledge about various things and places Spanish and Spanish-American, rather than a mere reader. Considering its mechanical arrangement it furnishes one of the handiest and cheapest compendiums, pictorial as well as informational, that can be put into a beginner's hands.

In a work of such comprehensiveness, and by one man, it is inevitable that the mass becomes unmanageable, and its treatment uneven in execution. There is a glut of material, too varied and of necessity too sketchy. It is too much to take up thoroughly and digest in one year.

In the first chapter, *"España,"* we have a miscellany of suggestions. Through the conversation of Juan and his cousin Carlos we get kaleidoscopic glimpses of Spanish life and customs. These earlier selections do not follow in systematic sequence. What, e. g., is the connection between *La Academia Española* and its neighbor *Una Corrida de Toros?* The author has missed a fine chance to develop his material and do some first-class grading; there is no real progression.

The 15-page epitome of Spanish literature is well done and merits recognition, but is practically useless in a book of this type for both teacher and pupil. There is not enough time for such matters in the first year, and what is offered condensed presupposes a degree of knowledge that young beginners can not possibly possess. The same may be said, though in lesser degree, of the shorter abridgment of Spanish history. The summaries on geography make good reading.

The second division *"América"* might better have appeared in a separate volume. The various South-American countries are grouped geo-

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graphically with a commentary on the geography, history and literature of each. The same objection may be lodged against these synopses of literature as against the ones on Spain. They cannot be appreciated by our boys and girls of high-school age. Their reference value is very slight.

The *Flores de España* and the *Flores de América* are anthologies of representative lyric poets of the old and the new world. The *canciones* bring to us some of the old favorites.

Eight of the ten appendices furnish statistics of more or less valuable information.

There are not as many concessions made to the commercial side as one might expect from the foreword; of business correspondence there is nothing. Exercises, written and oral, are wholly lacking.

The vocabulary deserves notice. It is a repository for all sorts of lore, more or less related. It suggests the old-time polyhistory, needlessly gone afield. Much information is stored up here that is not readily accessible to many a teacher, even in some of the larger communities, and if it were, many would not care to find it out for ourselves; surely the students would not. Some of the marginalia will revive the memory as well as add fresh store to the teacher's own fund of knowledge. One can not escape the feeling that much of this was not intended solely for the pupil. Several of the glosses are disproportionate to their importance in a school reader. For example, Cristóbal Colón and Magallanes are dismissed with mere anglicization of the name, no other data are given; whereas the great mariner's son and heir, Fernando, gets 12 lines; Cortez gets 31, Drake 42, King David 20, and Alfred Nobel 24 lines of commentary. The word "*Corán*" comes in for 22 lines, and "*moro*" for one and a third columns.

The illustrations, with the legends in Spanish, are a treat to the eye and a joy to the heart. They cannot fail to interest even the dullard.

(E) We have here a well-planned book. Its spirit of youth and liveliness is most contagious and the reader reluctantly lays the book aside, for therewith he has parted company with the charming family about whom it centers, especially the two boys.

The unity of execution of this book becomes apparent before one gets very far along. The authors, both practical and experienced high-school men, did their work thoroughly and may safely predicate that "most schools will find the book suitable for first-year work." This volume is but another testimony to the fact that those readers, or parts thereof, written by the editors themselves are invariably more satisfying, because more consistent, than any possible assortment of selections or extracts from unrelated sources pieced together.

This book cannot fail of sustained interest with both pupil and teacher. For after all, what can be more fascinating than the well-knit account of present-day travel to a forward-looking land of new delights,—especially if seen through the eyes of one of one's own age and recounted by himself? We have that situation here,—the itinerary of an American family, the journey and everything incident thereto, recorded and interpreted to us, largely

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through conversation, by the two boys, fortunate enough to have mastered Spanish in high school.

The pedagogy of the book is sound. Very successful grading has been done; progression is in easy stages, without being stilted.

The fact that the vocabulary (about 4000 words) comprises nearly one-third of the volume need not startle, as the vocables are mostly of common use, or else such as to be easily associated with the context; they form a good working stock.

The idiomatic expressions are well handled. The subjunctive is not introduced until p. 51, and occurs only in 40 instances, each use expleained in a simple footnote.

The 30 sets of questions are stimulating and recapitulate the respective chapters on which they are based. An equal number of easy exercises for translation follows. But why disconnected sentences? Idiom can be drilled in connected discourse as well.

Some of the otherwise splendid illustrations, two dozen of them, might have been replaced by others of more distinctly local atmosphere and much more typical, e. g., those of Buenos Aires.

The copy is very clean, the paper good and the print clear, and the binding substantial,—features characteristic of the whole "Hispanic Series."

(F) The mission of this book is unmistakable. Its distinguished compiler, long identified with South-American educational officialdom, is superbly qualified to interpret to us our neighbor republics to the south.

An educator and a consistent and enthusiastic worker for the establishment of closer social and educational relations between the Americas, it seemed to him that the eagerness with which the American youth is taking up the study of Spanish affords the best possible opportunity for inserting the "entering wedge" as it were, of that sympathetic understanding which will eventually break down the barrier which has hitherto kept the independent peoples of this continent apart from each other, despite the progress in science, art, and education.

Part I, written by the editor, contain 37 chapters on various socio-economic items; eight of these chapters are constructed so as to emphasize the use of various common words and idioms; six of them are formed about topical vocabularies. These selections are frankly utilitarian and deal wholly with commercial themes, but not at all in a dry and lifeless fashion; in fact they are composed with verve. Any educated person will be better off for acquaintance with the every-day business matters under discussion here. The various subjects are entertainingly treated in the form of a dialogue between the editor and the reader.

Part II comprises 88 excerpts by almost as many South-American authors of diverse topics pertaining to natural history, life and customs, historic personages, and literature. The final chapter under the title "El Ideal Americano" brings a symposium of meditations and prophecies by South-American writers.

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There is stored here a great amount of valuable information of the most varied nature, which is amplified greatly by the novel method of handling the footnotes. The latter are not only textual and grammatical. By means of "variant readings" and "related words" the vocabulary is skillfully broadened. These footnotes are treated in such a way as to make the customary set of questions and oral exercises quite superfluous. The wealth of paraphrase makes conversational drill both natural and easy.

Such a wealth of ideas is brought together here that an index becomes quite essential to make this the ready reference book that it has turned out to be for the class of pupils into whose hands it is likely to be put, as well as for the private adult student.

The editor presupposes a preparation on the part of the students which would hardly warrant the use of this book before the end of the second year, for he assumes that they "will have acquired a fairly extensive working vocabulary." This supposition accounts for the fact that so many uncommon words used in the text and notes are missing in the vocabulary.

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The Literary History of Spanish America, by Alfred Coester, Ph. D. The Macmillan Company, New York, 1916. XII + 495 pages.

Dr. Coester's purpose in writing this literary history was, as he tells us in the preface, to offer a guide to those of us in English-speaking America who desire a better acquaintance with the mentality of our Spanish-American neighbors. By thus limiting his purpose to the production of a reliable guidebook; by calling his book a literary history rather than a history of literature; by directing our attention to the difficulties of the task, the lack of reliable sources of information in the various countries treated and the nonexistence of adequate collections of books by Spanish-American writers, Dr. Coester disarms adverse criticism. Moreover, the pioneer is judged by what he accomplishes, not by what he fails to do; Dr. Coester, a pioneer in the study of Spanish-American literature, should be given credit for the great mass of information that he has assembled in attractive form, and should not be criticized too severely for certain errors of judgment or of omission.

The choice of a general plan of treatment is a difficult matter when the literatures of eighteen countries, large and small, are to be treated in one volume. To treat separately each country, or certain groups in the case of the smaller ones, would require more than one volume and would result in much repetition of historical facts and general comments, especially for the Colonial period, when similar conditions of life and close political union resulted in a certain homogeneity of literature. Similarly in the second period, that of the struggle for freedom from Spain, a common aim and political

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coöperation make it possible to group the Spanish colonies of South America into one division and those of North America into another. As soon as the various colonies gained independence from the mother country family bonds were severed. "Freedom won, each country pursued its own course in literature as in politics."

The general plan adopted by Dr. Coester would seem, therefore, to be a reasonable one; namely, one chapter on the Colonial Period, the second chapter on the Revolutionary Period in South America, the third on the same period in North America, ten chapters on the political development and the literature of each of the countries of Spanish-America from the third decade of the nineteenth century until about 1890. A final chapter brings together once more the various parts of Spanish-America in a unified treatment of their literary productions of the last twenty-five years, in so far as they have been affected by the "Modernista" movement.

Chapter I, the Colonial Period, gives us a brief account of the historical background of three centuries, the spread of Spanish culture in the New World and the production of literature, especially in the two vice-regal capitals, Mexico City and Lima. Of literature in its restricted sense, poetry easily holds first place. In chapter II somewhat more attention is given to the historical background, for the reason, presumably, that the general reader in this country knows even less about the wars of independence in Spanish-America than about the Spanish conquest and the Colonial régime. The story of the long struggle by which South America gained independence from Spain is told clearly and succinctly, the campaigns of the North and the South under the leadership of Bolívar and San Martín, respectively, followed by the concentration of their victorious armies in the final struggle against the royalist forces of Perú. For the reason that most of the writers of this period found their chief inspiration in the ideals and events of the struggle for freedom, the literary and political threads are interwoven more successfully in this chapter than in the preceding one.

In chapter III, after giving briefly the course of the revolution that gave national independence to Mexico, the author discusses the writings inspired by the struggle. These are fewer proportionately and less important than in South America, for the reason that the revolution in its inception and progress was supported mainly by the uneducated masses, whereas in South America the intellectuals formed the backbone of the opposition to Spain. The second half of the chapter, treating of Cuban literature during the same period, gives to Heredia more than twelve pages, a space out of proportion to his importance when compared with the briefer treatment of such men as Bello and Andrade. It is the opinion of the reviewer that all the best writers should have been treated with equal generosity, the necessary space to be gained by the elimination of scores of third-rate authors, of interest only to the specialist.

Only the most general comments can be made here upon the ten chapters in which each country is given a separate treatment. In the case of each the most important events in the growth of republican government are noticed and the relation between political events and literature pointed out. This

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combining of the political and literary history is done with notable success in the treatment of certain countries, such as Mexico, Cuba, and Argentina, for the reason perhaps that in these countries the points of contact between the literature and politics are most numerous. Some attempt is made to find an explanation for the predominance here and there of certain kinds of literature in the national character and peculiar political development of the various countries, a matter worthy of more attention than it receives. For example, the virile, practical, comparatively unimaginative character of the Chileans "reveals itself spontaneously in prose forms of literature, especially historical writing and the kindred novel"; poetry with them is a "cultivated plant" in spite of the large number of poets. On the other hand, poetry forms the greater part of the literature of the Colombians, the highly imaginative, idealistic, rhetorical descendants of the Andalusian colonists. Similarly, certain phases of literature receive special attention in the treatment of certain countries. The Americanization of literature manifests itself mainly in the "criollismo" of the naturalistic fiction of Venezuela, Argentina, and Uruguay; indigenous inspiration in Uruguayan poetry and in the "gaucho" literature of Argentina; poetry of high moral and social significance in Argentina and Cuba; the political tract in Cuba. Gay wit and subtle irony give a peculiar individuality to Peruvian literature. In Mexico all the literary genres are well represented, poetry, drama, novel, and history; this fact and the skilful combining of political and literary history make this one of the most interesting chapters in the book.

The final chapter gives an account of the recent literary tendencies known as the "Modernista" movement. The fact that this movement has manifested itself throughout Spanish-America without any regard for national frontiers makes possible a unified treatment, admirably conceived and carried out. Mexico, Cuba, and Colombia supplied the precursors of the movement in Gutiérrez Nájera, Julián del Casal, and José Asunción Silva, respectively. Rubén Darío of Central America, combining with rare genius their literary innovations with those of the French Parnassian, decadent and symbolist schools, became the recognized leader of the movement in its first phase; the second, present-day phase, the tendency toward complete Americanization, has for leader the Peruvian poet, José Santos Chocano, rightly called "El Poeta de América." If Dr. Coester has been content in the preceding chapters with being the chronicler of the facts of literary history, in this final chapter he shows what he can do as literary historian.

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I. SCHOOL TEXTS

A Practical Spanish Grammar

by Ventura Fuentes and Victor E. François of the College of the City of New York.

XV + 313 pages. This grammar is one of the best that have been recently published. In the preface the authors state that it is a practical book with a minimum of rules and a maximum of exercises, and the principle is followed throughout. The exercises are practical and furnish good material for learning the essentials of Spanish grammar, but the composition exercises are too diffuse. Review exercises add to the value of the book. Special features are the extended treatment of the subjunctive and the commercial lessons.

1916—Macmillan Co. $1.00.

Fundamentals of Spanish Grammar

by Alice Huntington Bushee of Wellesley College.

XII + 124 pages. In twenty fine lessons this book covers the essentials of Spanish grammar. The book is not burdened with a multiplicity of exercises, but enough are given for thorough drill. The book is not intended for young beginners, but rather for those who have already studied one or more foreign languages.

1917—Sanborn & Co. 80c.

First Spanish Course

by E. C. Hills of the Hispanic Society and J. D. M. Ford of Harvard University.

IV + 330 pages. A carefully graded, clear and simple yet complete manual for beginners. Contains enough grammatical material to occupy high-school pupils at least two years. The vocabulary is well chosen and practical, the sentences unusually sensible. The book contains maps of South America and of Mexico and Central America.

1917—Heath & Co. $1.25.

A Trip to Latin America

by Ventura Fuentes and Victor E. François, both of the College of the City of New York.

X + 196 pages (136 text and exercises, 12 appendix and verb, 48 vocabulary). The text is given in the form of narrative, letters and dialogues. After each Spanish section is a series of exercises; questions in Spanish, grammatical drill, and sentences for translation into Spanish. The simple nature of the text has made notes unnecessary. The vocabulary is full and complete. The book is well illustrated. Suitable for first-year work.

1917—Holt & Co. 80c.

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Spanish Composition

by Charles Dean Cool of the University of Wisconsin.

VI + 156 pages (120 pages, text and exercises, 36 pages vocabularies). The plan of the book is the familiar and approved one of furnishing a Spanish text for each lesson, with exercises based on the text. The Spanish text gives an account of a trip through Spain. The more important cities and places of interest are visited and described. The vocabulary of ordinary Spanish life and the vocabulary needed in traveling are pretty thoroughly covered. The book is suitable for college classes and advanced classes in high school.

1917—Ginn & Co. 80c.

Spanish-American Composition Book

by J. Warshaw of the University of Missouri.

VII + 156 pages (108 text, 49 vocabularies). The text consists of thirty lessons which may for our purposes be divided into two parts, the first comprising Lessons I-XXII, the second XXIII-XXX. In part I each lesson contains a suggested grammar review, Spanish text, English sentences, and a connected passage in English for translation into Spanish, and a set of questions in Spanish. Brief hints, notes and directions are given when necessary. The last eight lessons omit the Spanish text.

1917—Holt & Co. 90c.

Elementary Spanish Prose Book

by Lawrence A. Wilkins of the DeWitt Clinton High School, New York City.

XIV + 482 pages (275 text and exercises; 4, proverbs; 14, tables of verbs; 188, vocabulary). Each of the first 31 lessons consists in general of Spanish text, outline of grammar review, important expressions or idioms to be memorized, sentences for oral translation into Spanish and connected passages for written work. From lesson XXXII on, the suggestions for grammatical review are dropped. The vocabulary contains both English and Spanish words listed together in alphabetical order.

The book will undoubtedly prove useful, but it can hardly be considered an "elementary" composition book.

1917—Sanborn & Co. $1.24.

Advanced Spanish Composition and Conversation.

by Aurelio M. Espinosa of Leland Stanford Junior University.

XIII + 314 pages (200 text, 114 vocabularies). In part I the lessons with odd numbers consist of (1), an outline for grammar review, (2), Spanish text, (3), questions in Spanish based on text, (4), suggested topics for original work. The lessons with even numbers contain various groups of English sentences and long connected passages for translating into Spanish, all based on the preceding lesson. In the second part of the book the lessons contain selections from Spanish authors and questions in Spanish based on the text and English passages for translation into Spanish.

The grammar reviews have been so well planned and the English exercises furnish so much simple, thorough drill on essentials, that the book

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can be used at an early stage of Spanish study. It should prove to be well adapted to the needs of second-year college classes and third-year high school. The book is well illustrated.
1917—Sanborn & Co. $1.24.

España Pintoresca—(Spain in Story and Legend)
by Carolina Marcial Dorado.
X + 332 pages (164 text, 21 Spanish songs with music, 21 Spanish questions based on the text, 22 English exercises for translating into Spanish, 27 notes, 80 vocabulary). Very attractively illustrated.

This is a well-planned and well-executed book, easy enough for second-year work, perhaps for first-year work in most schools.
1917—Ginn & Co. 96c.

A Spanish Reader for Beginners
by M. A. de Vitis.
XIV + 431 pages (193 prose text, 26 verse, 32 songs with music, 21 pages notes, 25 appendix, 126 vocabulary, 15 index). The very easy Spanish text covers the geography, history, and literature of Spain and Spanish-America. The verse selections are in the main by Spanish-American writers. The narrative style has made it possible to practically eliminate the subjunctive, thus making the book satisfactory for first-year reading. The appendix contains various grammatical lists and tables and a good deal of statistical information. It is richly illustrated.
1917—Allyn & Bacon. $1.25.

A First Reader in Spanish
by Rudolph Schevill of the University of California.
X + 181 pages (110 text, 12 notes, 59 vocabulary). The text consists of easy selections in prose and verse—fables, fairy stories, historical narratives, dialogues, short stories. The notes explain the difficulties in the text and incidentally show that from the outset the verb forms are somewhat varied and difficult for a reader for beginners, but the material in the little book is all interesting and should be very suitable for the second semester in schools.
1917—Ginn & Co. 64c.

Elementary Spanish-American Reader
by Frederick Bliss Luquiens of the Sheffield Scientific School, Yale University.
XI + 224 pages (98 text, 40 notes, 81 vocabulary). The eighteen prose selections, for the most part by Spanish-American writers, deal with Spanish-American history, biography and legend. The nineteenth selection is the translation of Longfellow's "Village Blacksmith," by Juncos, and the twentieth is the National Hymn of Argentina. The notes in this volume deserve special mention. Grammatical notes can be handled in only two ways; by referring to a good grammar or by giving a full explanation. Professor Luquiens,—probably wisely,—has chosen the second method.

Most schools cannot use it to advantage before the second year. The illustrations are numerous and varied.
1917—Macmillan Co. 90c.

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Elementary Spanish Reader

by Eduardo Bergé-Soler and Joel Hatheway, both of the Boston High School of Commerce.

XIV + 460 (308 text, 32 Spanish questions, and English exercises, 118 vocabulary, 3 lists of numerals used in the text). A very easy reader suitable for first- and second-year work in high schools. The text describes the trip of an American family through the principal countries of South America. The text is carefully graded, no subjunctives being used in the first fifty pages, but the whole text has been made simple in order to furnish a large amount of easy reading. The book is well illustrated. A map of South America is included.

1917—Sanborn & Co. $1.24.

An Intermediate Spanish Reader

by E. S. Harrison of the Commercial High School, Brooklyn, New York.

VI + 234 pages (120 text and questions, 12 notes, 26 exercises, 71 vocabulary, 5 class-room Spanish, etc.). The text consists of anecdotes, fairy tales, legends, and short stories, in part by Spanish authors, in part translated into Spanish and adapted by the editor. The notes, while compact, are fairly numerous and some of them might well have been placed in the vocabulary. Teachers who like to use this type of reader with its somewhat unpractical literary vocabulary will find this a very usable book.

1917—Ginn & Co. 72c.

Spanish Reader of South American History

by Edward Watson Supple of the Sheffield Scientiuc School, Yale University.

XI + 375 pages (258 text, 21 notes, 95 vocabulary). Nine selections by distinguished Spanish-American writers. Each selection is followed by several sets of exercises. Brief introductions and foot-notes in easy Spanish explain and supplement the text. The book fills a long-felt need by furnishing us accounts of some of the most important events in South American history, from the standpoint of the South Americans themselves. The book is suitable for advanced pupils in schools, and for the second year in college. It is appropriately illustrated and contains several maps.

1917—Macmillan Co. $1.00.

Viajando por Sud America

by Edward Albes.

Edited by J. Warshaw of the University of Missouri.

VII + 226 pages (133 text, 26 questions in Spanish, 18 notes, 48 vocabulary). The text describes a journey through a large part of South America made by Dr. Albes of the editorial corps of the *Bulletin of the Pan-American Union*. Dr. Warshaw has provided three or four sets of questions on each chapter, brief notes, and a vocabulary. Colleges could use this book to good advantage in the second semester, schools in the third year.

1917—Holt & Co. 80c.

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Spanish-American Life

by E. L. C. Morse of the Phil Sheridan High School, Chicago.

369 pages (197 text, 86 notes, 70 vocabulary). The text consists of articles taken from the Spanish-American press. It gives an interesting picture of life in the Spanish-speaking countries of America. The articles from Chilean newspapers reproduce the peculiarities of Chilean orthography—an interesting feature but pedagogically questionable. The very full notes deal with difficulties of grammar and peculiarities of style, and admirably explain and supplement the text.

1917—Scott, Foresman & Co. $1.25.

Easy Spanish Plays

by Ruth Henry of the State Normal School, Los Angeles.

VII + 84 pages (47 text, 4 notes, 10 "Hints on Spanish Club Work and Games," 4 "Parliamentary Terms for Spanish Clubs," 18 vocabulary). The text consists of eight original playlets. The pages dealing with "Spanish Club Work" (53-66) will be welcomed by many teachers.

1917—Allyn & Bacon. 65c.

La Navidad en Las Montañas

by Ignacio Manuel Altamirano.

Edited by Edith A. Hill of the University of Redlands, and Mary Joy Lombard of the High School, Redlands, Cal.

VII + 107 pages (64 text, 3 notes, 39 vocabulary). The introduction gives an outline of the life of Altamirano, a Mexican writer of the last century. The story gives an interesting picture of certain phases of Mexican life. Brief notes and a select vocabulary complete the book. The text is of moderate difficulty.

1917—D. C. Heath & Co. 45c.

El Capitán Veneno

by P. A. de Alarcón.

Edited by Guy Everett Sanvely of Allegheny College.

VII + 161 pages (85 text, 8 notes, 10 questions and exercises, 57 vocabulary). The introduction gives a short account of the life of Alarcón. The notes deal pretty fully with matters of history, biography, etc., and explain numerous points of grammar.

1917—Allyn & Bacon. 65c.

La Conjuración de Venecia

by Martínez de la Rosa.

Edited by Arthur L. Given of the University of Kansas, and John Thomas Lister of Olivet College.

XXXVII + 191 pages (135 text, 55 vocabulary). The rather elaborate introduction gives a good biography of the author and the historical matter necessary for understanding the play. A good bibliography follows. Footnotes deal with difficulties of grammar and style and carefully explain the

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names and customs alluded to in the text. Suitable for the second or third semester in college, the third year in high school.
1917—Sanborn & Co. 90c.

Teatro de Ensueño
by G. Martínez Sierra.
Edited by Aurelio M. Espinosa of Leland Stanford Junior University.
XVII + 108 pages (65 text and notes, 12 exercises, 26 vocabulary). The three short dramatic tales which make up the text furnish simple and easy prose from one of the most distinguished Castilian writers of the day. In the introduction the editor gives a lucid critique of Martínez Sierra's literary work. The texts are well edited and abundant notes aid the interpretation of difficult passages. Composition exercises based on the text and a complete vocabulary enhance the value of the book.
1917—World Book Co. 48c.

Correspondencia Commercial con Ejercicios
by Max A. Luria of the DeWitt Clinton High School, New York City.
XII + 305 pages (208 text, 5 lists of abbreviations, 22 appendix on verbs, 69 vocabularies). The first nineteen pages form an introduction, in which the pupil is given "a systematic analysis of the main parts of a Spanish letter." This analysis is accompanied by various exercises. The exercises are varied somewhat from lesson to lesson, but they are always thorough and abundant. The letters have been so chosen as to afford not only a full vocabulary of ordinary business terms and forms, but also a great deal of information about business conditions in Spanish-speaking countries.
1917—Silver, Burdett & Co. $1.00.

Spanish, Commercial and Professional
by Teodoro S. Romero.
129 pages. This book is intended to follow the same author's "Spanish in a Week." The book is suggestive and would be useful for private study and as a basis for work in special classes.
1916—David McKay. 75c.

Sanz's Don Francisco de Quevedo
Edited by R. Seldon Rose of the University of California.
XXXIV + 249 pages. The introduction gives a biographical sketch of the author (pages VII-XV), and an historical outline of the period of Quevedo (XVII-XXXII), which furnishes the reader with the information needed for understanding the play. The brief notes are for the most part limited to the explanation of historical allusion, customs, etc. Explanation of idioms and linguistic material generally has been placed where it belongs,—in the vocabulary.
1917—Ginn & Co. 80c.

JOEL HATHEWAY

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II. PERIODICAL LITERATURE

It is the intention of the editors of HISPANIA to print bibliographical synopses of the contents of the leading journals, pedagogical, scientific, and popular, whenever these reviews touch our field. Especial attention will be devoted to the pedagogical journals. In reviewing the latter not merely those articles dealing with Spanish subjects will be noticed, but all which have to do with problems of modern language teaching will be indicated. We cannot hope to rival in completeness the admirable bibliography of literary, philological, and historical writings, published quarterly in *La Revista de Filologia Española,* nor is it necessary that we do so. But we hope to be able to indicate many interesting articles of American origin, not usually noticed by European bibliographers. This first instalment begins with January, 1917, and is unavoidably incomplete. Greater completeness can be promised as soon as our exchange list has been organized. Editors of journals desiring to exchange with HISPANIA should communicate with Professor G. T. Northup, University of Chicago.

PEDAGOGICAL JOURNALS

The Modern Language Journal, I, 4, Jan.—Decker, *Results of the Examinations for Approval for Oral Credit, the Licensing of Teachers of Modern Languages.* Patterson, *Language Fact and Language Habit.* Crawford reviews Nelson's *Spanish American Reader* and Ballard and Stewart's *Short Stories for Oral Spanish.*

5, Feb.—Burchinal, *What Should an Examination Disclose as to the Ability of a Student at the End of His High School Course?* Imbert reviews Waxman's *A Trip to South America.*

6, March—Skidmore, *The Direct Method.* (A witty presentation of the case for this method of teaching.) Potter reviews Wilkins and Luria's *Lecturas Fáciles con Ejercicios.*

7, April—Morgan, *In Defense of Translation.* (A timely article. Some teachers who do not know what the direct method really is think that translation should be slighted.)

8, May—Luquiens, *The Teaching of Spanish from the Latin American Point of View.* (Professor Luquiens makes generalizations which do not apply to all courses. Important as the claims of Spanish America are, we cannot disagree too strongly with such extreme statements as these: "The young American is not curious about Spain, and cannot be made so." "Let us consider, however, just what our students would lose if they lost the Castilian point of view. It would not be love of Castilian literature, for they do not acquire that now." This is the reverse of the truth.) Cool reviews Whittem and Andrade's *Spanish Commercial Correspondence.*

II, 1, Oct.—Cooper, *The Ideals of the Profession.* Anon., *Quick Correction of Quiz Papers.* (How to make the class correct their own Spanish exercise.) Krause, *Literature of Modern Language. Methodology in America for 1916.* (A useful bibliography.) McKenzie, *The Question of Spanish Pronunciation.* (As a result of a wide vote the advocates of Castilian pro-

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nunciation seem to be in a large majority. The case for both sides in the controversy is fairly stated. Professor McKenzie's investigation abundantly justifies the views previously expressed by his colleague, Professor Fitz-Gerald.)

2, Nov.—Hatch, *The Downward Extension of the Modern Language Curriculum*. Churchman, *The Study of French Literature*. (The teacher of Spanish literature may also derive useful hints from this admirable article.)

Modern Language Bulletin. III, 1, March.—W. A. Cooper, *An Appeal to the Modern Language Teachers of the West*. (An appeal for the organization of a California Association of Modern Language Teachers.) R. E. Schulz, *Quo Usque Tandem*. (Mr Schulz laments the little attention given to Spanish phonetics by teachers. The writer states that it is absurd to say that American Spanish is essentially the same as that of Castile. The opposite is the truth. Practically all the dialectic characteristics found in Guervo's *Apuntaciones* are to be found in the popular Spanish of various parts of Spain, including Castile. American Spanish is essentially Castilian Spanish.) Clifford D. Chamberlain, *Hints on elementary Spanish teaching*.

2, June.—F. W. Meisnest, *German in the High Schools of the State of Washington*. (During the last two years German has decreased 40 per cent, French has decreased 10 per cent, Spanish has increased 170 per cent.) H. K. Schilling, *The Value of Translation*. L. M. Riddle, *The Modern Language Teacher during the War*.

3, Sept.—W. A. Cooper, *Association of Modern Language Teachers of the Pacific Coast*. (A Pacific Coast association is being formed.) P. E. Schwabe, *The use of wall pictures for conversation and composition in German*. (A very interesting article.) Rosalie Gerig Edwards, *Bringing the club into the Modern Language classroom*.

Bulletin of High Points.—(This excellent leaflet, published monthly through the academic year by Mr. L. A. Wilkins and his staff of 425 modern language teachers of the New York high schools, contains more practical hints to the teacher than any similar journal that we know. As a rule we can notice only the longer articles; but not the least valuable are the numerous short items contained in each issue.)

No. 1, April—Wilkins, *Editorial Letter*. *The Questionnaire Sent to Heads of Departments*. (Trivial reading matter should be avoided in the first two years. "Discourage the use of foreign language in teaching grammar." "Shifting of emphasis from grammar and translation to the accentuated oral methods of these days has resulted in a definite loss of reading ability, which is perhaps of greatest permanent value to American students, hence emphasis should be restored to reading ability while yet retaining gains that have been made in oral work." These are good suggestions.)

No. 2, May—Wilkins, *Ancnt the Study of Spanish*. (Its practical and cultural claims.) Wilkins, *The Aim in Teaching Spanish*. ("The aim in the teaching of Spanish is to effect that thorough mental discipline imparted by a study of grammar, idiom and syntax and to so develop that ready and accurate facility of ear, tongue and eye that, all combined, will make the

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present and future use of the language, and progress therein, both possible and certain. We cannot in two, three or even four years assure a student a complete mastery of the language. But we can and should so train him that he may apply his knowledge of Spanish to any one or to several ends with the self-confidence, conscious or unconscious, that he can easily grow up to any demands that may be made upon his knowledge of the language." The sane conservatism of this statement stands in refreshing contrast to the exaggerated claims of some enthusiasts.)

No. 3, June—Wilkins, *The Modern Language Teacher of Superior Merit.*

No. 4, Oct.—Denbigh, *Requirements of an Up-to-Date Modern Language Teacher; from the Standpoint of the Principal.* Wilkins, *Ditto; from the Standpoint of the Inspector.* (The former gentleman thinks that the teaching of modern languages and drawing has been improved more than that of any other secondary school subjects. He takes an unsympathetic attitude to phonetics. But is not the increased attention paid to phonetics one of the main causes of the betterment of modern language teaching? Mr. Wilkins believes in phonetics, but would have the teaching of it as untechnical as possible in the schools. Though not unsympathetic to German, he believes that we should face facts, and the tendency is now without a doubt away from German and toward more Spanish and French. He is working for a course of six consecutive years of language instruction in the New York schools. We shall never equal European standards until this is generally effected.)

No. 6, Nov.—Wilkins, *On Teaching How to Study Modern Languages.* (The ideal is a forty-minute study period supervised by the instructor, followed by a recitation period of equal length. There follow some *Hints on How to Study Spanish.* Vocabulary, grammar, reading, drill.) Summary of an address by Mr. E. C. Hills, *What the Study of Spanish Literature Offers.*

The School Review, 3, March—Starch, *Further Experimental Data on the Value of Studying Foreign Languages.* (By experimental tests the author seeks to show that the marked ability of modern language students is due to their original ability and "only to a slight or no extent to the training in modern languages." But "training in foreign languages seems to have produced a distinct effect in greater fluency of words in writing and in more rapid perception of words in reading."

7, Sept.—Brownell, *A Criticism of Recent Attempts to Measure Language Ability.* (We believe the author is sound in rejecting the contentions of those who would measure language ability by mathematical test.)

Education, XXXIII, 1, Sept.—Cunningham, *Grammar as a School Subject.* (A plea for a simple grammatical terminology and the greatest amount of possible vitalization of the subject. But the ultra-modern belief that grammar is useless and should not be taught is attacked. "Sugar-coat the pill as much as you please, by concrete methods and by constant effort to make the issue seem practical, but be sure the pill is not all sugar.") Super, *Foreign*

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Languages in Our Public Schools. (Considers German the tongue of least practical importance. Spanish, Portuguese and Russian, in the order named, are of greatest importance practically. If the choice of a tongue is to be determined by its literary value there are at least six possibilities besides English in the modern field: Spanish, French, Italian, Russian, German, Scandinavian. While Super thinks that Latin combines the greatest practical and literary utility, Spanish is the modern tongue which best satisfies these two requirements.)

2, Oct.—Walk, *Practice Teaching and Observation in Normal Schools.* Ward, *Fluency First.* (Accuracy can be realized only after fluency has been gained.)

Modern Language Teaching, XIII, 1, March—Pebrum, *Atmosphere in a Foreign Language Lesson.* Specially equipped and furnished classrooms are a desideratum.) Jogarao, *Induction and Deduction in Teaching Foreign Languages.*

3-4, June—Woolf, *The Place of Spanish in School Curricula.* (The study of Spanish for the Englishman is a matter not merely of importance, but of imperious necessity." The United States is capturing British trade in South America. The greatness of Spain's literature, and the value of the subject as a mental discipline. England must wake up to the importance of Spanish.)

5, July—*Memorandum on the Preparation of the Future Teacher in Modern Languages.*

The English Journal, VI, 1, Jan.—Stith Thompson, *The Notebook System of Theme Correcting.*

2, Feb.—McComb, *Separation of the Teaching of Composition from the Teaching of Literature: What It Is and How It Works.* Neilson, *The Curse of Memory.* Hinchman, *Reading Clubs Instead of Literature Classes.*

4, April—Aikin, *Types in the Study of Literature.* Johnson, *The School and the Library.*

5, May—E. J. Wilson, *Shall We Abolish Grammar?* (The author thinks we should. He is speaking, of course, for teachers of English.)

6, June—Barbe, *Literature, the Teacher, and the Teens.*

7, July—Sturdevant, *Can We Teach Appreciation of Poetry?*

8, Aug.—Tressler, *High-School Grammar I. Historical Survey.* (English grammar is, he thinks, useful only as an aid in the understanding of involved sentences.) Lodor, *Shall We Teach the History of Literature in High School?*

Revue de l'Enseignement des Langues Vivantes, XXXIV, 1, Jan.—E. Mérimée, *Quelques notes à propos des langues méridionales.* (A plea that justice be rendered to Spanish and Italian, that greater time be assigned to them in the curriculum. At present English is profiting at the expense of German in France, but Spanish and Italian are still treated as minor subjects.)

2, Feb.—Pinloche, *Encore la question de l'allemand et de "quelques autres langues."* Pitollet, *Une nouvelle histoire de la littérature espagnole.*

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(A severe review of Salcedo y Ruiz's *Resumen histórico-crítico de la literatura española,* Madrid, 1911.

3, March—Anon., *Étude de l'allemand et d'autres langues en Angleterre.* Pitollet, *La "Kultur" en exil.* (German exiles in Alcalá de Henares.)

7, July—Pitollet, *Germanophiles et Francophiles en Espagne.*

10, Aug.-Oct.—H. L., *Le rôle nouveau des professeurs d'allemand.* Pitollet, *L'instruction primaire en Espagne.* (Interesting statistics dealing with the educational system in Spain.) G. C., *L'étude des langues étrangères à Londres.*

Revue universitaire, XXVI, 4, April.—Hamel, *La nomenclature grammaticale.*

Les langues modernes, XV, 5, Sept.-Oct.—Pitollet, *De la légèreté française.* (Review of a recent article by Unamuno in which German pedantry is assailed. Pitolett pleads for all that is good in German scholarship.)

SCIENTIFIC JOURNALS

Modern Language Notes, XXXII, 2, Feb.—Rennert reviews Alonso Cortés', *Casos Cervantinos que tocan a Valladolid, Madrid, 1911.*

3, March—Rennert reviews A. Cotarelo y Mori's *Don Diego Jiménez de Enciso y su teatro.*

4, April—Flaten reviews Nelson's *Spanish-American Reader.*

5, May—Buchanan reviews Rennert's *Bibliography of the Dramatic Works of Lope de Vega Carpio. Based upon the Catalogue of John Rutter Chorley, Revue Hispanique, XXXIII.*

7, Nov.—Burkhard, *The Novelas Exemplares of Cervantes in Germany.* (This article adds little to what was already known.) Buchanan reviews L. Vélez de Guevara's *La Serrana de la Vera* (ed. by Ramón and Ma. Goyri de Menéndez Pidal, Madrid, 1916.)

8, Dec.—Morley, *Fondo en—A Rare Spanish Idiom.*

XXXIII, 1, Jan., 1918—E. S. Ingraham reviews Schevill's *A First Spanish Reader,* Luquiens' *Elementary Spanish-American Reader,* Supple's *Spanish Reader of South American History,* Warshaw's *Spanish-American Composition Book,* L. A. Wilkins' *Lecturas fáciles con ejercicios.*

Modern Philology, XV, 2, March—Lancaster, *The Genesis of Ruy Blas.*

7, Nov.—Lancaster, *The Ultimate Source of Rotrou's Venceslas and of Rojas Zorrilla's No hay ser padre siendo rey.* Northup reviews the Menéndez Pidal edition of Vélez de Guevara's *La Serrana de la Vera.*

The Romanic Review, VIII, 1, Jan.-March—Morley, *Color Symbolism in Tirso de Molina.* Espinosa, *Synalepha in Old Spanish Poetry: A Reply to Mr. Lang.*

2, April-June—Shepherd reviews Coester's *Literary History of Spanish America,* New York, 1916. *Obituary of Professor A. F. Kuersteiner.*

3, July-Sept.—Lang, *Notes on the Meter of the Poem of the Cid, Part III.* (In this article Professor Lang deals less with meter than with the

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general topic of the origins of Spanish epic poetry. He holds that romances do not of necessity spring from longer epics.) Serich, *Lope de Vega and the Praise of the Simple Life.* (Lope's ideal of the simple life is gained from Spanish poets, instead of directly from the classic poets of antiquity. Nothing is said of the possible influence of Antonio de Guevara.) Gerig, *Advanced Degrees and Doctoral Dissertations in the Romance Languages at the Johns Hopkins University. A Survey and Bibliography.*

Modern Language Review, XII, 1, Jan.—Classen, *A Theory of the Development of Language.* Oelsner reviews Fitzmaurice-Kelly's *Oxford Book of Spanish Verse,* Oxford, 1913. Also F-K.'s *The Relations Between Spanish and English Literature,* Liverpool, 1916.

2, April—Churchman reviews J. Cascales Muñoz's *D. José de Espronceda,* Madrid, 1914. (Holds that Cascales is too chauvinistic in his criticism, too prone to excuse Espronceda's faults and too unwilling to admit foreign influence.)

3, July—Aubrey Bell, *Gonçalo Rodriguez, Archdeacon of Toro.* Sanin Cano reviews Coester's *Literary History of Spanish America,* New York, 1916. Oelsner reviews Post's *Mediaeval Spanish Allegory,* Boston, 1916.

Bulletin Hispanique, XIX, 1, Jan.-March—Cirot, *Quelques lettres de Mariana et nouveaux documents sur son procès.* Araña, *Nuestra misión en Francia.* H. Mérimée, *Les Académiciens espagnols à Toulouse.* M. Thamin, *Les académiciens espagnols à Bordeaux.* St.-C., *La main de l'Allemagne en Espagne. (Coupures de journaux.)* E. Mérimée reviews Giner de los Ríos' *Ensayos sobre educación.*

2, April-June—Cirot, *Appendices à la chronique latine des Rois de Castille.* Morel-Fatio, *Cayetano Alberto de la Barrera.* (An excellent biography of the great bibliographer.) X, *La prensa española y la guerra.* St.-C., *L'Espagne francophile.*

Revue Hispanique, XL, 97—J. O. Picón, *Prohibición de Pan y toros en tiempo de Isabel II.* García Calderón, *Los primeros versos de Rubén Darío. Curiosidades literarias.* Publícalas Lucas de Torre. *Tributo de César pagado a César.* Publícalo Santiago Alvarez Gamero. P. Henríquez Ureña, *Bibliografía de Sor Juana Inés de la Cruz. Romancero nuevomejicano,* publicado por A. M. Espinosa. Addenda. C. Sanz Arizmendi, *Memorial de algunos casos.* A. Lenz, *Note sur le romance El fraile fingido.* U. A., *A propos de quatre sonnets attribués à Francisco de Figueroa.* J. Miret y Sans, *La Grecia catalana y su historiador el Profesor Rubió y Lluch.*

98—P. Henriquez Ureña, *Literatura dominicana. Vida de Don Santiago González Matco.* Publícala Gilo Sánchez. *Refranes de Veoveo.* Reimprímelos J. M. Sánchez. V. García Calderón and H. D. Barbageleta, *La literatura uruguaya, 1757-1917.* A. H. Corley, *Word-play in the Don Quijote.* A. H. Harrison, *Boquirrubio.*

Revista de Archivos, Bibliotecas y Museos, XXI, Jan.-Feb.—G. M. del Río y Rico, *Biografía y bibliografía de Don Francisco Rodríguez Marín.* J. F. V. Silva, *Elogio de Vaca de Castro por Antonio de Herrera.* Serrano y

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Sanz, *Gil Morlanes, escultor del siglo XV y principios del XVI.* R. R. P. reviews De Castro and De Onis *Fueros leoneses de Zamora, Salamanca, Ledesma y Alba de Tormes.*

March-April—Silva, *Elogio de Vaca de Castro por Antonio de Herrera* (continued). A. Melón, *Forment y el monasterio de Poblet (1527-1535).* V. C. A. reviews J. Luis del Arcos' *La prensa periódica en España durante la guerra de la Independencia (1808-1814),* Madrid, 1916. V. C. A. reviews Padre M. F. Mignélez's *Catálogo de los códices españoles de la Biblioteca de El Escorial.* V. C. A. reviews Gertrudis Gómez de Avellaneda's *Leoncia,* Madrid, 1817. (The printing of this inedited play, the only thing of the kind ever attempted by the Cuban poetess, is a real literary event.)

May-June—A. Javiene y Mur and D. de Palacio y Ugana, *Los bandos de los Marcillas y los Muñoces en Teruel en el siglo XIV.* F. Macho y Ortega, *La iglesia de Valpuesta en los siglos IX y X.* Silva, *Elogio de Vaca de Castro por Antonio de Herrera* (continued).

July-August—*Discurso de D. Francisco Rodríguez Marín, leído en la Biblioteca Nacional en el solemne acto de la inauguración de la estatua de Don Marcelino Menéndez y Pelayo.* Vicente Castaneda, *Relaciones topográficas, históricas del reino de Valencia, hechas en el siglo XVIII a ruego de Don Tomás López* (continued). Silva, *Elogio de Vaca de Castro por Antonio de Herrera* (continued). Sánchez-Arjona, *Relación de las personas que pasaron a esta Nueva España,* etc.

Revista de Filología Española, IV, 1—Reyes, *Un tema de "La Vida es sueño" (el hombre y la naturaleza en el monólogo de Segismundo).* Sarrihandy, *El boque de Biterna en los Fueros catalanes del Valle de Anen.* R. M. P., *Una nota a "La Celestina."* Gómez Ocerín, *El cuento de la capa.* Díez Canedo, Guzmán, and Reyes, *Contribuciones a la bibliografía de Góngora.* A. C., *"Boquirrubio."* Icaza reviews Cejador y Frauca's *Historia de la lengua y literatura española.* (This new reference work is treated with well merited severity.) Chacón reviews Domingo Figarola-Caneda's *Bibliografía de Luz y Caballero.* Anon. reviews Martínez Sueiro's *Fueros municipales de orense.*

2—Menéndez Pidal, *"Roncesvalles" un nuevo cantar de gesta español del siglo XIII.* (The most important discovery made in the domain of Spanish literature in many years.) García de Diego, *Lat. *pŏpus.* J. G. O., *Un nuevo dato para la biografía de Vélez de Guevara.* A. R., *Fortuna española de un verso italiano (per troppo variar natura è bella).* A. Reyes reviews Ruiz de Alarcón, *No hay mal que por bien no venga. (Don Domingo de Don Blas),* edited by Bonilla y San Martín. Navarro Tomás reviews *Fueros leoneses de Zamora, Salamanca, Ledesma y Alba de Tormes,* edited by De Castro and Onís. G. reviews *El fuero de Molina de Aragón,* edited by Sancho Izquierdo.

Revista Crítica Hispano-americana, III, 1—Eduardo de Laiglesia, *Tres hijuelos habie el rey (Orígenes de un romance popular castellano).* L. V. Paret, *Cosas de España.* García Caballero, *La filosofía política.* Bonilla y San Martín reviews N. González Aurioles' *Cervantes y su viaje a Italia,* Madrid, 1916, likewise his *Cervantes y Sevilla,* Sevilla, 1917.

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2—Peña Remiro, *Itinerario de España.* M. Roso de Luna, Un folio del *códice orgánico de Ballymate.* Bonilla y San Martín, *"El Greco" y Velázquez.* Bonilla y San Martín reviews Beruete y Moret's *Goya, pintor de retratos,* Madrid, 1916, also his Goya, *Composiciones y figuras,* Madrid, 1917.

Boletín de la Academia Española, IV, 16, Feb.—E. Cotarelo, *Centenario del nacimiento de Zorilla.* M. Serrano y Sanz, *Noticias biográficas de Pedro Marcuello.* F. A. de Icaza, *Miguel de Cervantes Saavedra y los orígenes de "El Crotalón."* E. Juliá Martínez, *El teatro en Valencia.* J. Alemany, *Voces extremeñas recogidas del habla vulgar de Albuquerque y su comarca por don Aurelio Cabrera* (conclusion). Gaspar Remiro, *Vocablos y frases del judeo-español.* M. S. y S., *Lexicología: Bajador.*

17, April—E. Cotarelo, *Luis Vélez de Guevara y sus obras dramáticas* (continued). Fr. Alfonso Andrés, *Notable manuscrito de los tres primeros hagiógrafos de Santo Domingo de Silos.* Estéban Oca, *Sobre el participio.* Jenaro Alenda, *Catálogo de autos sacramentales, historiales y alegóricos* (continued). E. Cotarelo, *Semántica española: Refrán.*

18, June—E. Cotarelo, *Luis Vélez de Guevara y sus obras dramáticas* (continued). Estéban Oca, *Sobre el participio* (conclusion). Gaspar Remiro, *Vocablos y frases del judeo-español* (continued). Jenaro Alenda, *Catálogo de autos sacramentales, historiales y alegóricos* (continued). E. Cotarelo, *Vocablos incorrectos. Refranes glosados por el licenciado Sebastián de Horozco.*

19, Oct.—A. Maura, *D. Francesco Gonzáles.* E. Cotarelo, *Luis Vélez de Guevara y sus obras dramáticas* (conclusion). G. Remiro, *Vocablos y frases del Judeo-Español.* F. A. de Icaza, *Juan de la Cueva.* (An important study. Cueva's connection with Mexico.) M. de Toro Gisbert, *Ensayo de una sinopsis de nombres científicos y vulgares de animales de la América española* (continued). J. Alenda, *Catálogo de autos sacramentales, historiales y alegóricos* (continued).

The American Historical Review, XXIII, 1, Oct.—Bolton, *The Mission as a Frontier Institution in the Spanish-American Colonies.*

Revue Historique, CXXV, 2, July-Aug.—G. Desdevises du Dezert, *Vicerois et capitaines généraux des Indes espagnoles à la fin du XVIII siècle.*

The Mississippi Valley Historical Review, IV, 2, Sept.—J. A. James, *Spanish Influence in the West During the American Revolution.*

Records of the American Catholic Society of Philadelphia, XXVII, 2—Jane Campbell, *San Domingo Refugees in Philadelphia.*

3—Ditto, *ditto* (continued).

The Catholic Historical Review, III, 2, July—J. F. O'Hara, *Juan Rodríguez de Fonseca (1493-1523).*

3, Oct.—Julius Klein, *The Church in Spanish American History.*

The American Catholic Quarterly Review, XLII, 165, Jan,—M. F. Vallette, *The Successors of Columbus. Vasco Núñez de Balboa.*

166, April—Ditto (continued).

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167, July—M. F. Vallette, *The Church and Human Slavery in the Time of Columbus.—Las Casas and Montesinos.*

The Washington Historical Quarterly, VIII, 3, July—F. W. Homay, *The Spanish Settlement, Nootka.*

American Journal of International Law. Supplement, II, 1, Jan.—*Brazil-United States. Text of the Treaty for the Advancement of Peace between the Two Countries.* July—*Judicial Decisions Relating to International Law. Salvador vs. Nicaragua.* (Central American Court of Justice.)

The American Political Science Review, XI, 3, Aug.—C. H. Cunningham, *Spain and the War.* (One of the best informed articles concerning Spain's attitude that has appeared in this country.)

La Reforma Social, IX, 1—Jacinto López, *La reelección del President Wilson. Las elecciones en 1876 en los Estados Unidos.* T. M. Cestero, *Los Estados Unidos y la república Dominicana.* Pardo Suárez, *La elección presidencial en Cuba.* Castellanos, *Consideraciones sobre el ñañiguismo.*

2—Jacinto López, *Móviles de un golpe de estado.* J. B. Scott, *Reunión en la Habana del Instituto Americano de Derecho Internacional.* Alfredo Gómez, *Reforma económica en Costa Rica.* T. M. Cestero, *Los Estados Unidos y la república Dominicana* (continued).

Proceedings of the Academy of Political Science in the City of New York, VII, 2, July—E. M. Borchard, *Commercial and Financial Interests of the United States in the Caribbean.* W. R. Shepherd, *The Attitude of the United States toward the Retention by European Nations of Colonies in and around the Caribbean.* H. A. Wise Wood, *The Bases of an Enduring American Peace.* I. T. Bush, *The West Indies.* O. G. Villard, *Our Relations to Haiti and San Domingo.* P. M. Brown, *Our Caribbean Policy. Discussion of the Caribbean Question* (Messrs. Hart, Wicker, Slosson, Storey, Elder, and Simon participating). S. McC. Lindsay, *The United States and Porto Rico.* R. W. Babson, *Drawing Together the Americas.* J. Carson, *Commercial and Financial Agencies of Pan-American Union.* L. S. Rowe, *Bringing the Americas Together.* Albert Shaw, *The Monroe Doctrine and the Evolution of Democracy.* F. A. Pezet, *The Future Relations of the United States with Latin America from the Latin American Viewpoint.* G. G. Wilson, *The Monroe Doctrine after the War.* A. Alvarez, *Pan-Americanism as a Working Program.* C .C. Sutton, *The Relation of Government to Property and Enterprise in the Americas. Discussion of Pan-Americanism* (Messrs. Goldsmith and Calderón participating).

Political Science Quarterly, XXXII, 3, Sept.—J. P. Chamberlain, *Property Rights in Mexico.*

The Classical Journal, XIII, 3, Dec.—Nutting, *Via Nova—The Direct Method.* (There are some zealous advocates of the direct method among teachers of Latin. If we may judge by this article, their difficulties are many.)

Folk-Lore, XXVIII, 2, June.—W. Crocke, *Bull-baiting, Bull-racing, Bull-fights.*

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Proceedings of the American Philosophical Society, LVI, 1—M. Bloomfield—*On the Art of Entering Another Body; A Hindu Fiction Motif.*

5—T. F. Crane, *Mediaeval Sermon-Books and Stories and their Study Since 1883.*

American Anthropologist, XIX, 1, Jan.-March—D. M. Andrews, *De-Soto's Route from Cofitachequi in Georgia, to Cosa, in Alabama.*

2, June—H. K. Haeberlin, *Some Archaeological Work in Porto Rico.*

L'Anthropologie, XXVIII, 1-2, Jan.-April—L'Abbé H. Breuil, *Glanes paléolithiques anciennes dans le bassin du Guadiana.*

POPULAR JOURNALS

Poetry, XI, 2, Nov.—Alice Corbin, *New Mexican Songs.*

3, Dec.—G. H. Conkling, *Songs for Places (Old Mexico).*

The Drama, Feb.—J. G. Underhill, *The One-Act Play in Spain.* There follow translations of five one-act Spanish plays: A Serafín and Joaquin Alvarez Quintero, *By Their Words Ye Shall Know Them;* Gregorio Martínez Sierra, *Love Magic;* José Echegaray, *The Street Singer;* Jacinto Benavente, *No Smoking;* Santiago Rusiñol, *The Prodigal Doll.* (Mr. Underhill has recently published a volume of four of Benavente's longer plays. All students of Spanish literature should familiarize themselves with his admirable translations.)

Bulletin of the Pan-American Union, Jan.—Edmond Albes, *The Fuegians and Their Cold "Land of Fire."* W. C. Wells, *The Metric Standard.* H. C. Sandberg, *The Tortoise-Shell Industry.* John Barrett, *Mexico: A Review and a Forecast.* Commerce of Uruguay for 1915.

Feb.—Edmond Albes, *Rice in the Americas.* W. A. Reid, *Mérida and Progreso, Yucatán's Busy Cities.* A. Coester, *The Modernista Movement in Spanish-American Literature.* A Call to the Heart of Bolivia.

March—*Buenos Aires: Metropolis of the Southern Hemisphere.* H. O. Sandberg, *Practical Education in Central America.* W. A. Reid, *A Glance at South America's Labor Situation.* Miles Harmon, *Where Pine and Tropical Hardwood Meet.*

April—*Mica.* W. A. Reid, *From the Peruvian Coast to Rio de Janeiro by Rail.* H. O. Sandberg, *Central American Cattle Countries.* The Unedited Documents of the Indies at Seville, Spain.

May—W. A. Reid, *Glances at Chili's Busy Industries.* The Goat, His Suitability to the Americas. A. S. Calvert, *A Year of Costa Rican Natural History.* Chubut, *One of Argentina's Territories.*

June—Edward Albes, *Río de Janeiro, the Fair Capital of Brazil. Progress in Paraguay. The New Palace of the Central American Court of Justice. The Proposed Pan-American University. The New House of the Chamber of Commerce in Buenos Aires.*

Scribner's Magazine, LXI, 4, April—J. R. Silliman, *Old Mexico and New in Querétaro.*

LXI, 4, Oct.—H. C. Candee, *Certain Goyas in America.*

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The American Review of Reviews, LV, 2, Feb.—Howard Florence, *Carranza—After Two Years.* Bernard Gallant, *Mexico's Constituent Congress.*

LVI, 3, Sept.—*The Present State of Mexico. José Enrique Rodó: Uruguay's Most Eminent Writer.*

4, Oct.—*Spain's Neutral Attitude. An Alliance Between Spain and Portugal.*

Harper's Magazine, CXXXV, 8, Sept.—Edith O'Shaughnessy, *Diplomatic Days in Mexico.*

809, Oct.—Ditto, *Ditto* (continued).

Century, XCIII, 5, March—H. A. Franck, *The Cloistered City, Bogotá, Capital of Colombia.*

XCIV, 2, June—H. A. Franck, *The City of the Equator, Quito, Capital of Ecuador.*

The World's Work, 4, Aug.—George Marvin, *The Jeopardy of Tampico.*

The Yale Review, Jan.—John Barrett, *Mexico: A Review and a Forecast.*

The Edinburgh Review, 461, July—Luis A. Bolin, *Spain and the War.* (A Discussion of the Attitude of Spanish Statesman and Spanish Press toward the Belligerent Powers.)

Blackwoods, CCII, 1223, Sept.—P. H. N., *Argentine Memories.*

The Contemporary Review, 621, Sept.—A. F. Bell, *Spain in the World's Debate.*

The London Quarterly Review, 256, Oct.—E. E. Kellett, *The War in Paraguay.* A Review of W. H. Koebel's *Paraguay,* London, n. d.

The Nineteenth Century and After, 479, Jan.—Edgardo de Magalhaes, *Germany and South America: A Brazilian View.*

Bookman, Feb.—F. A. Mumby, *The Real Argentine.* (A Review of J. A. Hammerton's, *The Argentine through English Eyes,* London, 1916.)

The Contemporary Review, 620, Aug.—Stefan Moxon, *Reconstruction in Spain: An Educational Effort.* (All interested in the life work of Giner de los Ríos, the *Junta para ampliacion de estudios e investigaciones científicas,* and the *Residencia de estudiantes,* should not fail to read this interesting article.)

Littell's Living Age, Aug. 18—*South America and the War.*

Quarterly Review, 452, July—José de Armas, **Spain and Germany.**

Revue des nations latines, Feb.—Albery Mousset, *La vie politique en Espagne.* M. Wilmotte, *Relations littéraires entre France et Espagne.*

April—A Mousset, *Ditto* (continued).

June—Ditto, *ditto* (continued).

Aug.—Ditto, *ditto* (continued).

6, Oct.—A. Mousset, *La crise espagnole et la guerre Européene.*

6, Dec.—A. Mousset, *La crise et las grèves révolutionaires.*

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La Lectura, May—J. Francos Rodriguez, *La vida de Canalejas* (continued). J. A. Posse, *Documentos de historia española moderna* (continued). J. Deleite y Piñuela, *Las mujeres de Fernando III.* J. Juderias, *Cervantes y su obra.* E. R. N., *El régimen municipal de la ciudad moderna y bosquejo del régimen local en España, Francia, Inglaterra, Estados alemanes y Estados Unidos.*

June—J. Francés, *La exposicion nacional de bellas artes.* J. Juderias, *El menor delincuente en la legislación moderna.* J. A. Posse, *Documentos de historia española moderna.*

July—J. S. de Toca, *Las cardinales directivas del pensamiento contemporáneo en la filosofía de la historia.* J. Francos Rodriguez, *La vida de Canalejas* (continued). J. Francés, *La exposición nacional de bellas artes* (continued). M. de la Tourrase, *El alma francesa durante la guerra.* J. Cascón, *Agricultura.* J. Deleite y Piñuela reviews A. González Blanco's *Escritores representativos de América,* Madrid, 1817. C. Bernaldo de Quirós reviews F. Ortiz's *Hampa Afro-Cubana, Los negros esclavos.*

Aug.—J. S. de Toca, *Las cardinales directivas del pensamiento contemporáneo en la filosofía de la historia* (continued). J. Francos Rodriguez, *La vida de Canalejas* (continued). J. Juderías, *Don Antonio Maura y los problemas de la vida española.* J. Deleite y Piñuela reviews *Ultimos años de la vida pública de Bolivar—Memorias del general O'Leary,* Madrid, 1917, and *Memorias de Urquinaona,* Madrid, 1917. J. Juderías reviews severely M. Pérez Curis' *El marqués de Santillana, Iñigo López de Mendoza, el poeta, el prosador y el hombre,* Montevidio, 1916. A long analysis of an article which appeared in Cuba Contemporánea: *Un españolista de Norteamérica, Enrique Wadsworth Longfellow (1807-1882).* (Valuable for Longfellow's Spanish sources.)

Sept.—J. S. de Toca, *Los cardinales directivos del pensamiento contemporáneo en la filosofía de la historia* (continued). J. Juderias, *Don Juan Valera y Don Gumersindo Laverde. Fragmentos de una correspondencia inédita.* J. Francos Rodriguez, *La vida de Canalejas.* J. A. Posse, *Documentos de historia moderna.*

Oct.—J. S. de Toca, *Los cardinales directivos, etc.* (concluded). L. López de Mesa, *El alma de América.* (The author seeks to show that Spanish and Anglo-Saxon America are twain, and like east and west can never meet. The article reflects the prejudice of the average Colombiano against the United States.) R. Altamira, *Comentarios.* (Remarks on the above.) J. Francos Rodriguez, *La vida de Canalejas* (continued). J. Juderias, *Don Juan Valera,* etc. (continued).

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HISPANIA

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LA PASIVA REFLEJA EN ESPAÑOL

Quisiera dar algunas ideas claras y elementales sobre este punto a los *Teachers of Spanish.* Para ellos escribo y no para romanistas. La práctica de la gramática histórica me va convenciendo de las grandes ventajas que se logran con sus métodos aun en la enseñanza no superior; si queremos que nuestros alumnos nos entiendan y no aprendan reglas vacías, hay que dar explicaciones históricas. Lo que al pronto parece un estudio excesivamente complicado y árido, resulta después agradable, y lo que es más, ahorrador de tiempo y de dificultades. Un ejemplo de ello me propongo dar a continuación.

La pasiva refleja comienza ya en latín. Hubo, por lo visto, en esta lengua gran resistencia por parte del pueblo a usar la pasiva, lo mismo que hoy acontece en español. Así por ejemplo, dice Plauto: *quae me amat, quam contra amo,* utilizando el giro directo en lugar del pasivo: *uxor me amat et amatur a me.*[1]

Esto se debía en latín a la misma causa que en español: a que nos interesa siempre mucho más la actividad de un agente que la receptividad del paciente. Cuando vemos un hombre que siega un prado, la forma mas inmediata de nuestra reacción lingüística es decir "el hombre siega la yerba"; y no se nos ocurre traducir nuestras representaciones con la fórmula: "la yerba es segada por el hombre." Esto concuerda con lo que dice Wundt que la pasiva

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[1]Es decir: "Mi mujer me quiere y yo a mi vez la quiero", en vez de "Mi mujer me quiere y *es querida* por mi". V. Schmalz, *Lateinische Syntax*, 1910, párrafo 230.

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es en sí una construcción tardía que las más de las veces ha sido reemplazada por perífrasis activas.

Consiguientenmente cuando el latín se abandonó al uso espontáneo del pueblo, las construcciones pasivas desaparecieron (*amatur, moneor, etc.*) y la función que desempeñaban estas palabras fué expresada por otros giros que no es del caso analizar, sino en lo que atañe a la tercera persona. En efecto, cuando se expresaba que un objeto recibía una actividad (esto sólo podía acontecer en la tercera persona), muchas veces no se decía el sujeto que la producía: *littera scribitur* "la carta es escrita," *hoc dicitur* "esto es dicho," pero sin expresar quien escribe o quien dice. En este momento sucedió un cambio fundamental, motivado por lo que decíamos antes de la resistencia con que el pueblo emplea la pasiva, y además por el carácter impersonal de esas frases. La conciencia popular buscó a pesar de todo un sujeto a quien referir la acción del verbo, y dijo *littera se scribit, hoc se dicit,* y convirtió así en sujeto psicológico y gramatical lo que hasta entonces había sido objeto psicológico; y fueron asimiladas estas construcciones a las reflexivas del tipo "él se lava," suponiendo que los objetos son capaces de la misma actividad que las personas.

Así pues, la pasiva refleja fué producida por un deseo de vitalizar las cosas, y únicamente el análisis descubre el carácter pasivo, dando una explicación lógica a lo que gramaticalmente no la tiene. Nótese a cuan profundo pensar se presta esta incongruencia entre la forma gramatical del lenguaje y las realidades que éste expresa.

En español tales construcciones se emplean sin trabas cuando se trata de objetos, y se prorroga así el uso del latín vulgar: "se cierra la puerta" "se miran los cuadros", y conforme a su origen la concordancia del verbo con el sujeto gramatical es de rigor. Con personas llegó a producirse alguna dificultad. Si decimos "se consultan los médicos", puede haber ambigüedad, pues no sabemos entonces si los médicos se consultan a sí mismos o si alguien va a consultarlos. Para obviar ese inconveniente, desde el siglo XV se usa la preposición *a* para indicar que la persona es el término de la acción del verbo, y no el sujeto. Es decir, al movimiento algo confuso y emotivo que creó aquella construcción, sucede ahora una reacción de análisis y claridad. De ello resultan frases del tipo, "se consulta a los médicos", en las que ya se ha roto la concordancia, puesto que *a* hace sentir gramaticalmente que

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"los médicos" no es el sujeto; pero en cambio queda ahí el *se* como apéndice extraño, y que sin embargo no puede suprimirse. ¿Cuál es la función de este fósil? Unicamente indicar el carácter impersonal de la oración, lo mismo que en "se mira el cuadro". Gramaticalmente no se puede expresar quien mira; y como sucede en esos casos, surge enseguida la noción de alguien no expresado, vago e impersonal, que realiza la actividad del verbo. Recuérdese el carácter impersonal que tenían en latín *dicitur, legitur, etc.*

En estas oraciones el complemento de persona precedido de *a* es directo o indirecto según la naturaleza del verbo; en "se consulta a los médicos" es directo; y en "se paga a los acreedores", indirecto. Pero aunque sea así, al reproducir estos complementos por un pronombre, este pronombre es siempre *le, les,* en regiones y en escritores que no emplean *lo, la,* para el dativo: "se les consulta," "se les paga". Cuervo (nota 106 a Bello), piensa con acierto que en esta combinación *se le,*—en que *se* es gramatical e históricamente acusativo,—*le* ha recibido la función de dativo para separarse más claramente de las combinaciones "*se lo* dió", "*se la* dió", en que *se* es dativo de persona, y *lo, la,* acusativos de cosa, y también para evitar la reunión de dos acusativos como habría acontecido si se hubiese dicho "se los consulta a los médicos". Yo creo además que este uso de *se le* fué favorecido por los casos en que el pronombre reproducía el régimen de un verbo que pedía dativo como en "se paga a los acreedores". Cuando al verbo sigue un complemento de cosa acusativo, y otro de persona, dativo; "se da dinero a los probres", al emplear un pronombre reproductivo, éste no podía ser sino *les*: "se les da dinero". Estos casos han influido sobre construcciones del tipo, "se consulta a los médicos" = "se les consulta". No me parece pues que se pueda decir en absoluto, como Hanssen (*Gramática histórica,* § 513) que sea dativo todo complemento con *a* del verbo en pasiva refleja; él cita "se invoca a los Santos". Es decir, que aun cuando en "se les invoca" *les* sea dativo, por analogía, lo mismo que en "se les paga", eso no impide que en "se paga al acreedor" el complemento sea dativo y en "se ve al amigo", sea acusativo. Una delicada complicación de estas construcciones.

La analogía que con tanta fuerza gobierna el lenguaje ha ampliado las posibilidades de estas construcciones. La función primitiva que indicaba que una cosa realizaba una acción ha ido esfu-

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mándose, y ha predominado el significado impersonal de la oración. De ahí que el verbo pueda estar solo: "se canta", "se vive"; o modificado por un adverbio: "se come bien"; o recibir un predicado con valor adverbial; "se lucha seguro".

Como se ve en todos esos ejemplos y en sus análogos, el progreso que ha realizado nuestra construcción ha consistido en que el verbo ha pasado a ser impersonal (y como tal puede estar solo) o ser modificado por un adverbio o por un predicado que haga su oficio. Pero el *se* no ha llegado a despertar la noción de un sujeto y por ese motivo no se suelen usar aquí verbos predicativos, sobre todo *ser* y *estar*, meros vehículos para predicar connotaciones de sujeto. No se debe decir: "se está contento en mi familia", "se era agradable", cuando nos proponemos dar a la oración un sentido de pasiva refleja e impersonal; y eso sencillamente porque no hay sujeto a quien referir tales predicados.

No obstante a veces se oye y se lee: "se está conforme", "se es simpático", etc. Aquí se trata de una influencia francesa,[1] cuyas oraciones con *on* influyen inconscientemente. Como en la mayoría de los casos coinciden ambas construcciones, y se puede traducir *on mange bien* por "se come bien", modernamente se traduce análogica e indebidamente *on est d' accord* por "se esta conforme". Pero esto no puede ser porque en francés *on* es un verdadero sujeto, reducción de la palabra *homo*, y en cambio *se* como hemos visto, es muy otra cosa. En español antiguo hasta el siglo XVI, hubo una construcción análoga a la franceca formada con *hombre*; *se* decía: "como hombre se viste", "hombre va hacia el río", correspondiendo exactamente *hombre* al francés *on* y al alemán *man*; pero de ello sólo queda rastro en algún dialecto. Hoy en esos casos empleamos *uno* (con limitaciones, sin embargo).

¿Logrará el uso generalizar las oraciones del tipo "se está contento"? Desde luego un extranjero debe guardarse de emplearlas.

Hay otra incorrección que se está desarrollando modernamente, aun entre grandes escritores, de carácter bastante desagradable, y que consiste en poner el verbo en singular aun cuando la cosa que

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[1] Sin embargo, en la época clásica se ha escrito: "asno se es de la cuna a la mortaja" (*Quijote*, Diálogo de Babiecay Rocinante, en versos preliminares); "Siempre se es el mesmo en su ánimo" (Luis de Granada, Guia de Pecadores). Pero es difícil decidir si el uso moderno continúa el antiguo en este caso o si se trata sólo de un galicismo. Probablemente, de ambas cosas.

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siga esté en plural; por ejemplo: "se lee libros". Entre el vulgo de Hispano-América, se oye a menudo "se vende patatas," etc.

La explicación de ese giro creo que es ésta. En "se llama a los amigos" se ha visto un caso de complemento de persona con preposición; y cuando el complemento es de cosa, se han limitado a suprimir la *a*, juzgando que se trata de la alternancia "veo a Pedro" "veo el libro". Miguel de Unamuno escribe: "Hácese bastones' ya que no de papel de cartulina." [1]

El mismo giro se encuentra en Benavente y en otros excelentes escritores. Pero es muy de lamentar que tal vulgarismo se aclimate. Precisamente en las frases del tipo "se leen libros" se conserva pura la primitiva construcción románica que vino a actuar de voz media, voz que el indo-germánico había poseído, y para la que el latín no tuvo ya órgano morfológico; la conciencia popular siente perfectamente la concordancia en esos casos: ¿por qué pues introducir esas horribles oraciones de la clase de "se encuentra vagabundos" "se lee estas frases"?

Confundido por estas construcciones, un argentino, el Sr. Gabriel, ha consagrado un largo estudio a este asunto,[2] y se ha confundido completamente. No ha investigado la historia de estas frases [3] y llega a la consecuencia absolutamente inadmisible de que debe decirse "se lee libros". Su teoría no sería de temer si no coincidiera con el hecho de que grandes escritores leídos en América emplean alguna vez esa misma construcción, iliteraria y absurda si las hay.

Ojalá contribuyan estas breves páginas (que no aspiran a enseñar nada a especialistas en Filología española) a fijar algo las ideas sobre este punto en el amplio Círculo de los Maestros elementales de español y de los aficionados a estudiar nuestra lengua.

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MADRID, FEBRERO DE 1918.

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[1] *El Sol* de 3 de febrero de 1918.

[2] *Nueva oración activa.* Revista "Nosotros." Febrero 1917.

[3] Tampoco ha consultado la bibliografía sobre la materia. Si hubiese leído el estudio de F. Hanssen, *La pasiva castellana* (Anales de la Universidad de Chile, 1912) es seguro que habría variado en su modo de pensar.

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HOW I TEACH FIRST-YEAR SPANISH

As head of Spanish in the Flathead County High School at Kalispell, Montana, my task is at the same time that of creating interest in things Spanish and of teaching the fundamentals of the language. This is the third year that Spanish has been given here and it is now offered in first, second, and third year classes. There is an attendance of some five hundred students, fifty of whom are enrolled for Spanish. The majority of these are young men attracted to the subject by the glamour of future South American travel or for purposes of business correspondence with firms dealing in South America. This popularity I find fostered by our far-sighted commercial department that strongly urges Spanish upon its students. Aside from a smattering of cowboy dialect acquired from wandering, Mexican *vaqueros* at the annual round-ups, there is no local background for their interest. A searching of the map of Montana fails to reveal a Spanish nomenclature; neither is there any reminder of Spanish life, tradition or history here as so richly abounds in California, New Mexico and other States.

Because of this lack of local setting I make it a point to bring before my classes many items of general interest not included in the regular assignment of lessons. This may be an explanation of the Castilian coat-of-arms on the cover of the text, the quoting and explaining of some Spanish proverb, an allusion to Cervantes or some other master of Spanish prose, or a question such as the following: What is the proportion of Spanish-speaking people in the world compared to English-speaking? Which city of South America is called "the Paris of the Andes"? Name the twenty-one countries of the Pan-American Union.

As I am so fortunate as to be the arbiter of the courses of study in my department, I choose rather to cover less ground in texts and give more time to daily drill in reading, conversation, and the all-important verb forms. The course covered in my first-year work includes the first twenty-four lessons of the Espinosa-Allen Grammar with the Roessler and Remy Reader for supplementary assignment. During the first six weeks the rules for accent and the regular verb forms are the topics of especial importance, during the second the principal irregular verbs are taken up, and after this,

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correct habits having in the meantime been established, the remainder of the year is devoted to the mastery of separate points of grammar and to the increasing of vocabulary.

The necessity of thorough drill in teaching a beginning language cannot be overestimated, especially with high-school pupils, many of whom have not yet acquired the habit of concentrated study. The ability to use a foreign language is not generally acquired in less time than several months' residence in a foreign country, even by the aptest and most devoted student, and that where the ear is daily and hourly catching the idiom. Certainly much less can be expected of a person to whom the language is *terra incognita* and who never hears it spoken outside the classroom. Drill and much memory work are necessary. I assign vocabularies to be studied and insist upon their being learned, for a reading knowledge of a language by no means gives a speaking command of it. For the latter, vocabularies must be memorized as separate words or idioms, and conjugations so thoroughly assimilated that the desired form can be instantly summoned. Frequently for a surprise I call for a written lesson on vocabularies and idiomatic expressions. A favorite test lesson is a dictation of simple questions in Spanish to be answered in the same without being rendered into English. These are oftentimes taken from the conversational lessons in the grammar. In preparing the latter exercises, I first allow the pupils to answer the questions with open books and while referring to their reading text for model answers. The day following they are answered from memory without difficulty.

Save to the exceptionally bright pupil, the single explanation of an idiom will not suffice to establish it with him as an usable form. Take, for example, the verb *saber*, as used in the Spanish meaning *to know how, to be able*. It is not only necessary to explain its meaning when it first occurs in the text, but to reiterate it in a dozen illustrations as *Sabe hablar español. La madre de María sabe cocinar*, etc., etc. *Tiene ganas de—to desire, to wish*, is another idiom which should receive similar treatment in order to fix it in the mind of the pupil. Every teacher knows a multitude of others.

Much is heard at present concerning the different methods of language teaching, especially the Direct Method. Every teacher's method is his own, which can and should be varied to meet the circumstances and exigencies of the class. I do not declare myself an

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out-and-out advocate of the Direct Method, but I avoid translation as far as possible. I use the Spanish a great deal in classroom phrases from the beginning. The objection on my part to limiting the conversation wholly to the foreign tongue is that the student is thus checked from free and spontaneous questioning as to points of difficulty in his work, which is the opposite result from that the skillful teacher aims to accomplish. It is early possible to build original sentences on the text read, however, as well as on outside topics, and this I never fail to do as opportunity occurs. *¿A cuántos estamos?* I ask in making out my attendance slip and have, by this one question, indirectly taught the pupils the numbers up to thirty, the days of the week, the months and the correct reading of dates, as well as the Spanish equivalents for several of the holidays. On the first day of the semester I read to my two beginning classes the poem "La América" of Luis Rodríguez Velasco, with which all were much delighted, it being sonorous, picturesque, and easily comprehended, due to the number of words similar in sound and meaning to the English derivates. Later I wrote the stanzas on the board to be copied and memorized and soon all could recite the poem with accuracy and spirit. In this same manner I have also taught them the words of two beautiful Porto Rican *danzas*, which are likewise much appreciated.

The question of accent is especially vital in the first-year class. I begin with a class by giving them the simplest rules for the correct accentuation of Spanish words and continue patiently and ceaselessly to call their attention to these until each and every pupil realizes in some degree at least what is meant by Spanish accent and instinctively corrects himself of mistakes when reading. In composition I lay equal stress upon the written accent, pointing out that a word is not correctly written if a required mark be lacking. Each exercise called for I correct with great care, and if it shows too great an expenditure of red ink I ask for it to be copied in the corrected form before I finally check it as completed. I teach correct phrasing and fluency in the answering of questions from the beginning, showing that it is quite as easy to acquire the language in this manner as haltingly and with sentences given piecemeal.

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GUÍA ESPIRITUAL DE ESPANA

TOLEDO, LA CIUDAD IMPERIAL

Con tanta mansedumbre el cristalino
Tajo en aquella parte caminaba,
que pudieran los ojos el camino
determinar apenas que llevaba.
. . . . . .

Garcilaso, Egloga, III, e., 65.

Toledo es una llama que en la planicie de Castilla han encendido la fe en Dios y el amor a la tierra. En la roca viva está asentada la imperial ciudad. Es una roca gris y cárdena que vino a florecer en las riberas del Tajo, que la abraza dulcemente deleitado en amor, y se mira en él. Se halla apartada del mundo porque en su orgullo supo crearse una vida para sí y en su humildad no ambicionar más y recatarla. Lo fué todo en España y conserva de su pasado hombres y monumentos imperecederos. Fué amada de todos: la ciudad de las generaciones la llamaron los judíos de las diez tribus de Israel, la perla los moros, corona de España y luz del mundo la llama su hijo Padilla. ¿Qué tuvo Toledo que todos los pueblos hallaron en su corazón hospitalidad y vivieron confundidos, fraternalmente? Su cosmopolitismo en el sentir como su variedad en el paisaje, quizás puedan dar una razón de esto. Pues tan vario fué el uno y es aun el otro: el paisaje toledano es el Cid y Garcilaso a un tiempo, mezcla de épica y de lírica; las aguas del Tajo que son espejo de su áspera apariencia guerrera, entran a sus campos llevando la frescor que hizo florecer la vega en deleitosos jardines en cuya umbría, gustosamente, se recrearon ingenios de otras épocas en tranquilo solaz. Y esas mismas placenteras aguas, al pasar, templaban los aceros para la guerra. Sí, hay en el alma de esta ciudad mucho de su paisaje: de una parte, el llano inacabable, frío, monótono, gris, en cuyas lindes, hacia el lado de la Mancha, asoman Don Quijote y Sancho; de otra, las sierras ardorosas, agrestes de cerca, de lejos azuladas y finas como el acero de las espadas. Y en esta confluencia de sierra, llano y río se alza de la tierra la ciudad con los brazos al cielo. El aislamiento en que ha vivido nos asegura de la fuerza de su individualismo y de su fe

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en él; apartada de la mar, de los valles, de los fáciles caminos, supo bastarse a sí misma ayudándose sólo de una naturaleza no muy espléndida. A veces, parece ello renunciamiento; otras soberbia; pero una u otra muestran la energía de su espíritu, tan ardiente como la cruda luz que recibe del cielo la cual lo esmalta todo dibujando los contornos con una sequedad cortante. El gris castellano se torna en Toledo fuego, color de llama, que avivan desde la lejanía los mil puntos blanquecinos, como brasas, de las viviendas de la judería, trepantes cerro arriba, como si temieran hundirse en las linfas del rumoroso Tajo que pasa sin prisas, gozándose en bañar las faldas del glorioso cerro en cuya altura percharon las águilas del Imperio.

Obra contradictoria son en su paisaje, los Cigarrales y la Vega que los unos son ásperos, cenicientos o violados, donde la luz incendia la tierra de cuyo calor nacen ardorosas fragancias mientras la otra es suave, parca en boscajes, pero regalada con la fecundidad del terreno y el canto del agua. La Vega es el día en su esplendor, con dilatados horizontes y el sol en alto, alanceando las olmedas para pintar el suelo de azul y amarillo; los Cigarrales son el crepúsculo, el día que nace o la noche que viene, cuando canta un pájaro invisible y sabemos de la gente por una columnita de humo que en la calma sube recta al cielo delatando una casa solitaria. Estos dos tonos del paisaje, el serrano, desolado, áspero, y el del valle, atrayente, con los sotos ribereños, parecen resumir el alma castellana que lleva juntas, indiferenciadas, la adustez con la cordialidad, como están en las leyendas de los campos de La Sagra las cuales viven como la yedra, pegadas a los muros ruinosos o a los viejos palacios.

Karleto y Galiana, con el alma en pena del infeliz Bradamante, rondan aun en las noches de luna los tristes muros del castillo de Galafre, lo único en pie del palacio y los jardines de la huerta del Rey. Los bueyes pasan de otoño en otoño uncidos al arado por aquellos herrenes de leyendas de amor, abriendo las hazas que ondulan la tierra como un mar, y respetan como una isla las paredes del castillo para mantener en constante memoria la romántica historia del príncipe francés y la bella dama mora. Así van besando las aguas del Tajo, tornando después onduladas hacia la corriente, la estancia de Florinda la Cava en quien el Rey Rodrigo, para su mal, puso su amor. Como el brazo desclavado del Santo Cristo de la

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Vega sigue jurando por el honor de Inés de Vargas contra la bellaquería del Capitán Diego Martínez. Melancólicas páginas estas del pasado, donde la fe exaltada y un candor primitivo han dejado el perfume de su poesía con el cual nos regalamos en estos tiempos tan prosaicos.

Arriba la ciudad con sus campanarios, agujas, torrecillas, azoteas, miradores, mezclándose el gusto cristiano con el oriental. Todo un conjunto apiñado de casas humildes, palacios, conventos, iglesias, sobre el cual reinan la catedral y el alcázar.

Toledo es hoy el resúmen de la España pretérita; la vida española que huyó ha dejado sus huellas en los caminos a la ciudad, en los campos de la redonda, y parece haber venido a refugiarse en la sombra de estas calles, en las casas cerradas, en las naves de las iglesias. El tiempo ha ido pasando, transformando los hombres, la vida, el sentir, pero Toledo sigue como fué; tan fuerte es el espíritu suyo que ha vivido inmutable; consciente de su esplendor dijérase que ha preferido vivir de los recuerdos a borrarlos para dar entrada a un presente incoloro, sin sustancialidad. Por eso ver Toledo es difícil, y sentirlo más aun. Toledo no está solo en su apariencia; necesitamos abstraer el espíritu y muchas veces cerrar los ojos para ver mejor uniendo la sensación al recuerdo para apreciarlo como es. Saber de una ciudad no es verla sino percibirla en su multiplicidad, diferenciarla y, en ésto, como los hombres, las ciudades tienen horas, momentos propios. Buscarlos toca al viajero si pretende juzgar serenamente o persigue una emoción sincera. En las viejas ciudades, el elemento interesante parece ser lo externo, su aspecto, aquellas obras en donde vivieron afanados la multitud o un gran artista para producir algo monumental que los años avaloran de día en día: cosas bellas, viejas al lado de otras nuevas sin mérito ninguno; épocas diferenciadas en suma. En Toledo no ocurre eso: todo parece de un mismo instante; sólo el tiempo es quien ha tenido piedad o cuidado de las cosas, los hombres se han limitado a dejarle hacer; por eso el alma de Toledo está en su ambiente, en los palacios como en las casas de la judería, en la Catedral como en el más recóndito convento y en sus calles estrechas como en las plazas desiertas. En esta soledad no turbada estamos viendo una poblacíon que nos es familiar, que conocemos todos: soldados que van o vuelven a Flandes o Italia, dignidades de la iglesia, mercaderes judíos, hombres de letras, regu-

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lares con sus pardo sayales, pícaros, labriegos de La Sagra. . . . Es todo el mundo pasado que resucita y vuelve a sus mismos afanes, a las mismas calles, con idéntico nombre aun, a las mismas casas, a las mismas iglesias. Es un mundo de hombres conocidos que vive en nuestra alma porque hicieron nuestra historia. Algunos de ellos son hoy tan universales como españoles; dejaron en sus hechos o en sus libros un legado puramente ideal que vivirá mientras vivan espíritus delicados. ¿Qué emociones más inefables las sucitadas por recuerdos históricos o lecturas clásicas al verse enfrontados ahora con los lugares de su acción! Es otra vida que vuelve. Toledo ofrece como ningún otro pueblo esa melancólica posibilidad. De otro modo la ciudad es fría, como una vieja joya anónima de la cual solo podemos admirar sus colores y la habilidad del artífice; pero si a ello añadimos el saber a quien perteneció, ¡cuánta emoción más! Las evocaciones adquieren cuerpo, se realizan y logra el alma asomarse al pasado, raro y delicioso placer. Así es posible llegar a la posesión del secreto de Toledo, donde para Maurice Barrès, apasionado admirador suyo, se con-funden las cosas más ardientes y tristes del mundo. Tristeza y ardor, decimos nosotros, que aun andan mezclados en el carácter español, si bien ahora no brillan en los ojos, como acontecia a los caballeros de Dominico el Greco.

Hemos percibido en Toledo lo que no es posible en otra ciudad de España: cómo fueron otros siglos, cómo se vivía, se trabajaba, se rezaba, se divertían y, lo mas difícil quizá de comprender, cómo se sentía. Los toledanos son como sus piedras: orgullosos de su pasado, disienten del sentir de hoy y siguen como antaño. A unos pasos viven de Madrid; invadidos se ven a cada instante por gentes de todo el mundo; pues bien, con ello su carácter se afirma, se enraíza más a la roca, temiendo, como las casas, irse al río rodadero abajo. Para mí, cada toledano lleva su alma rodeada de un Tajo, sobrepujado por los agrestes Cigarrales, pero con su vega, que es el lado abordable, risueño y placentero. Los hombres, las casas, las calles, el son de las campanas, todo vive acordado en este alcor. Las casas toledanas tienen un aspecto ceñudo, de cárcel y de convento, creo que decía Théophile Gautier. Desde fuera no las quisiéramos para vivir, pero si acertamos a entrar nuestro juicio cambia radicalmente, como el que tenemos de los hombres juzgados sólo por su porte. Tras el porche, blanco de cal, enguijado, des-

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tartalado y sombrío, se abre una puerta a un mar de luz, el patio, medio pintado de oro por la luz del sol y entoldado por el azul del cielo. En aquella calma todo es sedante: abajo, cosen las mujeres o labran con deshilados o cristillos unos de aquellos lienzos crudos guardados en las arcas que todavía engalanan en los días grandes de boda o de bautizo, al estilo antiguo, las sobrepuertas y vasares; arriba, en la galería que rodea al patio sostenida por columnas de mármol que hablan de un esplendor remoto, la charla animada de otros vecinos o el lento acompasado ir y venir de un clérigo de negra sotana que proporciona ejercicio al cuerpo dándole a un tiempo al alma el pasto espiritual de un libro de devoción. Más arriba aun, en el cielo, pasan unas nubes, blancas inflamadas en parte por el sol de la tarde.

Así debió de ser Toledo como es. Para nosotros, su sentido tradicional tiene el mérito de no ser hijo de la negligencia sino de un razonado sentir. Toledo se venera a sí mismo. Y este amor, que es en los hombres condenable, en las ciudades lo consideramos como la mejor de sus virtudes.

Roca arriba se asientan, casi colgadas, pequeñas casitas blancas, pardas; van en oleadas, embutidas, sobremontándose, escalando el lugar donde culmina la flecha de la Catedral con las tres coronas del Primado de las Españas. De lejos, la población parece un inmenso panal cara al cielo; al entrar en la ciudad la impresión se afirma. Sus calles no parecen tal, son un laberinto, estrechas, tortuosas, quebradas; van trepando los ribazos o evitando las hondonadas para recojerse a veces en una casa; (no son extrañas en Toledo las calles que entran en las casas y allí mueren, en el patio, fatigadas en un absurdo zigzaguear por toda la ciudad.) Estas calles son una dificultad insuperable; mejor que una necesidad parecen un modo de evitar que vivan todos en una misma casa, y tal falta de expansión quizás explique por qué las diferencias de raza fueron menores en Toledo, y árabes, cristianos, judíos, moriscos, muzárabes vivían todos juntos sin estorbarse mucho, tolerándose. Inesperadamente, en una red de callejuelas se abre una placeta y en ella se alza un palacio señorial, escudo en la fachada, ventanales con hierros góticos y puertas claveteadas. ¿Quién vivirá en él? De la ancha puerta sólo se abre el postigo; balcones y ventanas celados siempre por espesas celosías orientales. ¿Qué misterios habrá que ocultar? ¿Quién necesitará de aquella paz

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conventual? Quizá en sus salones vastos no viva más que un viejo hidalgo de no mayor hacienda que la del amo del Lazarillo; o tal vez una dama vive en semejante soledad mortificando su existencia con el recuerdo de personas idas. ¿Será posible pasar la vida voluntariamente en una casa cerrada de una plaza desierta? ¿De quién y cuáles serán las hazañas contadas por los cuarteles del escudo? . . . En el centro Toledo es más solemne, en los arrabales más abierto a la vida. En ellos están aun las viejas posadas y paradores. Cercana al Zocodover—el mercado redondo—pasada la Puerta de la Sangre, en cuyos escalones dormitan y esperan los Lázaros de hoy, está la más famosa, la del Sevillano. Allí paraba Cervantes cuando iba a Toledo; quizá desde las galerías del patio sorprendería a Diego de Carriazo y Tomás de Avendaño. No es difícil hoy todavía admirar a alguna otra Costancica afanada en los menesteres de la misma posada a la que siguen viniendo a parar los vinateros de Yepes, nueceros de Tendilla, cosecheros de Vargas, aceiteros de Oropesa. . . . Las cántaras de Talavera de la Reina y del Puente del Arzobispo siguen subiendo el agua del Tajo a lomos de los borricos por la cuesta del Cármen. Siguiendo por las afueras, hacia el Norte, en una casa caída nos cuenta una inscripción que fué aquel el solar del guerrero y poeta Garcilaso de la Vega, gentil amador, dechado de soldados que hizo honor a las armas y las letras. No lejos aparece una puertecita humilde de una casa retirada; es el convento de las Carmelitas. Allí posó una noche, y desde entonces no se ha movido, una bandada de palomas blancas que levantó el vuelo en Pastraña asustada su inocencia por el desenfado de la princesa de Eboli. La dulce madre Teresa de Jesús escondió a sus hijas, arrostrando la destemplanza del Rey. En el callejón del Tránsito está la casa de Dominico el Greco; su taller miraría a los Cigarrales y su amor a los colores calientes se templaría en las soberbias puestas de sol contra la roca. Cerca de su casa está Santo Tomé con el Entierro del Conde de Orgaz, obra maravillosa donde los caballeros principales del Toledo de entonces se muestran en cuerpo y alma. No lejos el palacio del moro Ambron en ruinas casi, pero viviendo en él la siniestra leyenda del banquete y los 400 degollados.

Id a Toledo, pero llevando por guía el corazón y el recuerdo de clásicas lecturas castellanas. Es lo necesario para conocerlo.

Nada tampoco hemos experimentado en las ciudades españolas

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como en Toledo a la hora del amanecer. Cuando las primeras luces del día quiebran las sombras, dijérase que una bandada de pájaros de bronce se cierne cantando sobre la ciudad: son las parroquias, la Catedral, los conventos, saludando al nuevo día con la oración del alba. Es una de las horas más bellas en este pueblo. En el río flota una suave niebla, los caminos comienzan a salir de las sombras rayando los campos, la luz nueva pone oro en los cristales, el aire es claro, el cielo trasparente, las sierras violáceas. Es la hora de la sinceridad, cuando la ciudad dormida lanza al mundo lo más secular, lo eterno, y despiertan los oficios, pasan los arrieros, bajan al río los aguadores, se apresuran los clérigos, se oyen los gallos y las viejecitas, tocadas de negro, devotas de todos los santos, con paso menudito, van a suspirar en las naves desiertas de la Catedral donde la luz naciente que se entra ventanales abajo, lucha con las llamitas encendidas de las capillas y los exvotos. Unos clarines estridentes se oyen de la parte del Alcázar llamando a la tropa. Las campanas siguen sonando graves unas, argentinas otras, a las lejanas, presuradamente, y aquella salmodia la van acordando los altibajos de la roca y la profundidad de las calles. La luz apaga este sonar y, a poco, sólo quedará predominando la campana de la Catedral que lleva a todo el pueblo y al campo el melancólico toque de la misa mayor. Cuando es pleno día se esfuma un tanto esta realidad anacrónica.

En la tarde, lo más grandioso de Toledo es el órgano. La Catedral comienza a sumirse en sombras, las naves a elevarse en el oscuro, los haces de columnas se adelgazan, una lumbrarada de sol enciende unos momentos los vidrios de colores de un ventanal para apagarlos enseguida, dos cirios arden en una capilla, en el coro suena rutinario el canto de los canónigos y el templo está desierto. Al acabar la monótona canturia del cabildo, un estallido de mil voces concertadas pueblan el ambiente y traen al alma todo el fervor de una creencia. Parecen abiertas las puertas de la gloria; un don del cielo ha bajado a la tierra. El órgano hace el milagro de iluminar aquella fría oscuridad de panteón. Poco a poco van apagándose también estas voces celestiales, quedan unos instantes temblando unas flautas que son como el caer de un hilo de agua en un estanque y enseguida, de la fiesta musical, sobreviven unas graves vibraciones que nos conturban y nos ponen delante, agudo, el misterio de la vida.

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Jamás conoceremos Toledo sin sentir en él estas pequeñas emociones. Toledo es bien español, lento en concederse, pero cordial si llegamos a él con buena voluntad. Por eso los viajeros que le ven de tren a tren hablan mal de sus calles, de la gente, de su sol. ¿Qué saben ellos?

Sobre todas las cosas de Toledo hay una cualidad bien distintiva, que es la señoril. No sabemos de donde dimana, perso es posible percibirla siempre. Su imperialismo se nos antoja que pasó de su política a su alma y los mismos cardenales suyos, perduran en la historia y en la tradición más con la señoril altivez de un soldado que con la recogida unción de un ministro del Señor. Como Segovia es melancolía, Avila misticismo, Burgos la epopeya y Salamanca el renacimiento, Toledo es la apostura castellana gallardamente soberbia, pero no desprovista de amable cortesía.

Cada vieja ciudad española ha conservado hasta ahora mucho de su antiguo sentir. No sabemos si es un mal o un bien, pero, lo indudable, es la emoción pura que produce a quienes son capaces de llegar a ellas y comprenderlas.

Obra de siglos, de duras y heroicas empresas ha sido la de estos pueblos. Seamos sensatos para verlos; no pretendamos halagar nuestros gustos en ellos queriendo que sean un eco nuestro. Hay un arte de ver las viejas ciudades para el cual no es necesario ninguna preparación sino llevar el corazón por delante y ser esplendidos en generosidad. Son otras tierras, otros hombres, otros cielos. Queramos entenderlos.

Tal suerte le cupo a una ciudad andaluza con un extranjero; y ella aumentó la fama de él y él extendió por el mundo la de ella. Esta mutua cortesía se contiene en un libro de un americano, "The Alhambra" de Washington Irving.

Toledo, como cada ciudad castellana, merece un hombre así.

RAMÓN JAÉN

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BRIEF ARTICLES AND ANNOUNCEMENTS

UNA PROPAGANDA IMAGINARIA

Gran polvareda se ha alzado en Nueva York con motivo de una controversia desagradable, que al fin resultó de provecho, aunque habrá de dejar malas impressiones.

Nació un rumor de donde nacen todos los rumores: del vacío y de la ociosidad. Vacío de cerebros y ociosidad de espíritus. Alguien lo acogió, llegó a la prensa y, como el humo, cundió por el espacio. Ojalá que, como el humo, desaparezca, y que deje siquiera una buena lección; la que encierran los viejos proverbios castellanos: "Al buen callar llaman Sancho," y "En boca cerrada no entran moscas".

Díjose, y se repitió, y se dió a la prensa, que los profesores de alemán, despechados de ver sus salones vacíos, temerosos de que sus cátedras quedaran vacantes como forzosa consecuencia de la vacuidad de sus aulas, y sintiéndose obligados por inclinación desleal a combatir a este país, atacando a uno de sus aliados, dieron en el tema de arrebatar a las cátedras de francés sus estudiantes y conducirlos como incautos corderillos—¡mire usted qué chuscada!—no al matadero ni una escuela de germanismo, sino adonde menos se le pudiera ocurrir al tonto más huero de mollera: a las cátedras de español. Y hete aquí cómo al vaciarse los cursos de alemán, estos empecatados hispano—parlantes hicieron su agosto y se vieron en la opulencia . . . !

¿Cómo explicar esta propaganda realizada con tan aviesos fines? Pues muy sencillamente: Los alumnos de los cursos de francés aprenderían con el idioma, la historia, los ideales y todas las bellas cosas de Francia y se convertirían en enemigos acérrimos de Alemania. Para evitarlo nada mejor que mandarlos a las clases de español. ¡Como España no tiene historia, ni ideales, ni cosas bellas, cátate que quien estudie el español resultará un prusiano rematado!

Una investigación cuidadosa ha demostrado que los rumores tenían una base tan sutil como el hilo de una telaraña y tan inasible como el humo de un cigarrillo turco.

Los hechos demuestran que las clases de francés han cre-

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cido notablemente al declinar las de alemán; que no ha existido tal propaganda; y que de haber existido hubiera sido tan innecesaria como estúpida. Innecesaria, porque el español se ha impuesto por sus propios méritos sin ayuda de nadie; estúpida, porque la abundancia de alumnos de español en nada puede ayudar a los maestros de alemán.

Por lo demás, esta discusión ha servido para demostrar de una manera patente que el español tiene bellezas que no ceden en nada a las de ninguna otra lengua del mundo; que los ideales españoles son tan altos como lo pueden ser los de dieciocho repúblicas de América fundadas en instituciones análogas a las de este gran país, y como lo pueden ser los de la gran nación española, la leona madre de estos dieciocho cachorros, la nación en donde se han dicho cosas tan bellas y tan grandes como las que llenan el siglo de oro, y como las que se dicen ahora, en estos años no desmerecedores de aquella gran centuria. Se ha demostrado que, si a comparar vamos, en lo que más puede gloriarse Francia, por lo menos, en lo que más suele ser alabada, que es en su literatura, tiene que reconocer deudas antiguas, y no pequeñas, contraídas con España; y que, en materia mercantil y, sobre todo, en materia social, el español tiene que ser, por la fuerza lógica de los hechos, lengua que sólo ceda la primacía al inglés en nuestros establecimientos de enseñanza.

Es de explicarse que no pocos catadráticos de francés estén tristes por los protectores que les han salido. Pero deben tranquilizarse. Estas imprudencias no desdoran en nada ni al respetable conjunto de catedráticos, ni implican menoscabo en la admiración que la bella lengua de Francia inspira justamente a todos, y a los maestros de español no menos que a los mismos profesores de francés.

GUILLERMO A. SHERWELL
Presidente del Capítulo Neoyorquino de la Asociación Americana de Profesores de Español.

UNA GRAMÁTICA DEL SIGLO DE ORO

El año 1623 se publicó en Londres una Gramática de la lengua castellana, titulada *Arte breve y compendiosa para aprender a leer, escribir, pronunciar y hablar la lengua española.* El autor de esta obra, Juan de Luna, examina la cuestión del "método natural" (¿en

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el siglo XVIII!) sin emplear esta fórmula, por supuesto. En su opinión la teoría de que es mejor aprender una lengua "sin reglas es contra toda razón".

Sin embargo, Juan de Luna considera más importante el buen maestro o profesor que el libro de que se vale, y en esto tiene razón. Léase lo que dice Juan de Luna en su *Arte breve y compendiosa*:

"El provecho que de esta arte sacarás, no lo puedes conocer si no has estudiado algún tiempo sin ella, y experimentado la falta que te hace el carecer del conocimiento de estos verbos irregulares, y sin duda saldrás del error en que muchos están creyendo ser mejor aprender una lengua sin reglas, lo cual es contra toda razón; porque las reglas, fuera de que facilitan el camino, hacen que no se olvide tan presto lo que una vez se ha aprendido, y que después de olvidado, por medio de ellas por sí mismo pueda cada uno reparar la falta.

"Esta opinión errónea de que es mejor aprender una lengua sin arte, la fomentan muchos maestros de ella, que no sabiendo ellos ni entendiendo las reglas, dicen ser mejor aprender por un discurso familiar.

"Digo, pues, que para aprender bien una lengua se ha de buscar una buena gramática, buenos libros, y un buen maestro.

"El buen maestro es el todo, para aprender una lengua; la elección del cual no se ha de hacer sin que preceda la calificación de alguno que hable bien, porque no todos los que enseñan las saben enseñar, y así el mayor error que uno puede hacer es aprender una lengua de quien la habla mal".

E. C. HILLS

SPANISH THE LANGUAGE FOR AFTER-WAR BUSINESS MEN

Why is Spanish a very important study for the college student? Why will it prove a valuable money-earning asset at the termination of the present world crisis?

Let us glance backward and see what steps have been taken to develop the Latin American trade relations. First, aroused by the agitation of newspapers and export journals, far-seeing American corporations and export houses have established business connections by dint of persistent and individual effort.

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Secondly, the construction of both the Panama Canal and the Great Pan-American Railway has stimulated an active interest. Do you realize that the distance between New York and the Pacific ports of South America has been shortened 5000 miles? Do you realize that when the Pan-American Railway is completed it will extend from Canada to Patagonia, a distance of 10,000 miles? At present 6,500 miles have been completed and the remaining 3,500 miles are either under construction or projected. Now one can go from New York to Guatemala by rail. Banking and steamship facilities are being steadily developed. These important factors spell to the intelligent mind how enormous will be the economic development of Latin America in the present century.

Thirdly, the European War. How was Latin America—and by Latin America I mean twenty Latin American Republics, 65,000,000 people—affected by the war? The salient effects were as follows:

First, the commercial relations of the Latin American importers with Europe were broken off suddenly and in the case of Germany and Belgium were completely severed.

Secondly, the European market for Latin American products was adversely affected, in fact, rudely terminated. Chaos reigned supreme.

Thirdly, this international situation caused the awakening of a real interest on the part of the government and the people of the United States in Latin America and vice versa.

This new interest has placed emphasis upon the geographical segregation and the necessary commercial unity of the countries in the western hemisphere. The importance of the trade of the United States and Latin America has not been exaggerated, as is so often declared. This is shown conclusively by the fact that this commerce has increased nearly one hundred per cent in the last eight or nine years, and is still increasing. Where will be the field of commercial opportunity, endeavor and activity at the conclusion of the great conflict? It must be very evident to any thinking person that it will require some years of rehabilitation on the part of Europe to remove the vivid vestiges left by the ruthless, devastating engine of war. Pause and think of the innumerable industrial plants and commercial establishments throughout the United States straining their resources to the utmost in the out-

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put of war necessities; in what direction will they for the most part bend their energies when this old world of ours assumes its normal aspect?

The clear thinkers, the students who can understand that in the present we are making the future, have seen the hand-writing on the wall, that during the next decade the Spanish language will be of more practical value to the average young American than any other modern language with the exception, of course, of our own glorious tongue.

How many years is it advisable to study the Spanish language? The first year the foundation of the lingual edifice is laid; we are initiated into the mysteries of grammar, composition and conversation. The second year we continue the erection of our "building" slowly and surely, working from the abstract to the concrete; we assemble to a practicable, working force the knowledge assimilated in the previous year. We are beginning to become conscious of our growing power and of the great value of our increasing knowledge. The third year, with increased vigor and great spontaneity of interest, we culminate our study with the most practical work possible. Now we have a personal satisfaction that we possess an inserting wedge, possibly a foundation for a very successful business career.

In conclusion, I wish to say to those students who are intending to enter the different ramifications of the professional or business world that *common sense and sound judgment* indicate that the Spanish language, either in the United States or in Latin America, will be a stepping-stone for their future progress and advancement at the termination of the war.

GEORGE F. MCCARTHY

BOSTON UNIVERSITY, C. B. A.

DEPARTMENT OF EDUCATION, NEW YORK CITY, ANNOUNCEMENT

Department of Education, City of New York,
July 2, 1917.

To Teachers of Spanish:

There is need in the high schools of this city of experienced teachers of Spanish. The number of students who elect this language is rapidly increasing and the number of candidates for li-

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censes to teach Spanish does not keep pace with the increase in positions. For that reason it is thought desirable to place before you the advantages open in our schools to well trained teachers of that language. These may be enumerated as follows:

(1) A schedule of salaries that is equaled by that of few cities of the United States. This schedule begins at $900 per annum and reaches the maximum of $2,650 per annum. The annual increase after $1,300, the fourth-year salary, is reached is $150. Credit is given for school service satisfactory in quality and character prior to entrance into New York City schools. Service must be approved in order that further advance in salary may be had at the end of the sixth year and at the end of the ninth and twelfth years.

(2) Teachers are appointed for a probationary period of three years, and thereafter enjoy a permanent or good-behavior tenure.

(3) A teacher of experience and ability who has rendered a number of years' service in the city schools may qualify in the examinations given at occasional intervals for license as "first assistant teacher," and upon appointment as such may attain the maximum salary of $3,150. Separate departments of Spanish are gradually being formed in the various high schools. There are 24 high schools at present in this city and there are but three first assistant teachers whose specialty is Spanish. The likelihood seems strong that in the next several years a number of first assistants in Spanish will be needed.

(4) A liberal and sound pension system for New York City teachers has recently been created by State law. This law permits the retirement of a teacher on half-pay at the end of thirty-five years of service (including accredited service in schools outside of New York City) or at 65 years of age, provided he shall have made such contribution to the pension fund as the table of rates requires.

(5) New York City provides exceptional opportunities for the teacher of Spanish who is ambitious to improve his knowledge and his ability to use the Spanish language. The Hispanic Society of America, a richly endowed organization, has here a beautiful museum of Spanish art and a library of Spanish books and manuscripts which is without equal outside of Spain. There is here a large Spanish-speaking population with its churches and nu-

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merous societies. This city is the chief center of the export and import trade between Spanish lands and the United States, and the Spanish-American business houses are very numerous. Able teachers of Spanish may find many opportunities to teach that language in evening schools, especially in the evening high schools conducted by the Board of Education, in which schools, as well as in the day high schools, there has been marked lack of Spanish teachers during the past four years. The salary for service in these schools is five dollars per evening of two hours, and there are 120 sessions per year.

THE BOARD OF EXAMINERS

500 PARK AVENUE, NEW YORK CITY

MODERN LANGUAGE ASSOCIATION OF AMERICA: REPORT ON SYLLABUS FOR SPANISH

Presented December 27, 1917

The committee appointed to revise the proposed course in Spanish (originally recommended in 1910) begs leave to present the following statement, covering a four years' course in secondary schools or a two years' course in college. The elementary course corresponds to the first two years in secondary schools or to the first year in college; and the intermediate and advanced courses correspond to a third and a fourth year respectively in secondary schools or to a second year in college. It is assumed that in secondary schools there will be four or five recitations a week, for at least thirty-two weeks of each year.

In view of the fact that, in our Western Hemisphere, Spanish is the language of millions of men with whom we have many interests in common, it is urged that teachers call the attention of students to the more striking variations of pronunciation from standard Castilian which are in use in Spanish-America, that some of the textbooks be by Spanish-American authors, and that the textbooks embrace works dealing with the geography, history, and customs of Spanish-America as well as of Spain. Moreover, practical considerations arising in connection with the study of Spanish in this country suggest a certain amount of attention to the training of students in commercial correspondence and usages; teachers are advised to pay regard to such considerations, avoiding, of course, undue specialization in the premises.

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The desirable aims and methods of instruction in Spanish may be summarized as follows:

Elementary Course

The primary purposes of the elementary work are to teach (*a*) accurate pronunciation of Spanish (as spoken in both Spain and Spanish-America), (*b*) the understanding of spoken Spanish, (*c*) the translation of simple, idiomatic English phrases and sentences into their equivalent simple, idiomatic Spanish, (*d*) the expression in spoken Spanish of ideas about the usual experiences of life and also about the content of the texts used in the class. Some of the methods to be followed are: (1) reading aloud by both class and teacher, (2) dictation by the teacher, (3) memorization by the student of Spanish passages of conversational prose and of simple verse (fables, etc.), (4) translation, oral and written, of English into Spanish, with much use of English sentences based on a Spanish text, as well as of a composition-book, (5) questioning the class in Spanish about the material provided by the grammar, composition-book, reader or text, and requiring answers in Spanish. Readers or literary texts should not merely be translated into English; students should be trained to reproduce in Spanish the ideas which they have translated and others like them. All this is to be accompanied by constant drill in the rudiments of grammar and, especially, in the inflection of the verb.

Books: *First half*: A grammar; an elementary reader.
Second half: A grammar; a composition-book; simple texts (200 pages).

Advanced Course

The advanced work should be a continuation of the elementary work, with certain added features, such as (*a*) conversation and, in general, much expression in spoken Spanish of connected ideas and (*b*) the translation of connected English prose into Spanish. Some of the advisable methods are (1) the discussion in Spanish by the class of the content of the texts read or of the main facts of Spanish or Spanish-American geography, history, and customs, for the study of which the teacher will provide the material, (2) the preparation of résumés of Spanish material, which the students deliver in writing or give orally in the class-room, (3) the reproduction, orally or in writing, of Spanish anecdotes, jokes, or newspaper articles, told or read to the class by the teacher, (4) the

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writing of themes and letters in Spanish about events of current or personal interest or about the books which are being studied in class, (5) the use of a composition-book. All this is to be accompanied by continued review of the grammatical rules with particular attention to the verb system and to salient facts of syntax.

Books: *First half*: A grammar; a composition-book; intermediate texts (300-400 pages).

Second half: A grammar; a composition-book or, possibly, a manual of commercial correspondence; advanced texts (400-500 pages).

Repeating the reserves already established by the committee of fifteen for French and German (see *Publications,* vol. XXVI, no. 1, p. xiii), to the effect that the list is invested with no canonical authority and is intended to be merely suggestive of standards, this committee ventures to propose the following

Typical Texts

1st Year: A carefully graded reader for beginners; Juan Valera, *El pájaro verde;* Pérez Escrich, *Fortuna;* Altamirano, *La navidad en las montañas.*

2nd Year: A collection of short stories by different authors; a collection of brief comedies; a collection of easy lyrics (Spanish and Spanish-American) or of verse fables; a Spanish or Spanish-American historical reader; Alarcón, *El Capitán Veneno;* Carrión and Aza, *Zaragüeta;* Frontaura, *Las tiendas;* Quintana, *Vasco Núñez de Balboa;* Jorge Isaacs, *María;* Palacio Valdés, *José;* Mármol, *Amalia.*

3rd Year: Taboada, *Cuentos alegres;* Isla's version of the *Gil Blas;* Selgas, *La mariposa blanca;* Pérez Galdós, *Doña Perfecta;* Palacio Valdés, *La Hermana San Sulpicio;* a collection of essays dealing with Spanish or Spanish-American life and customs; Moratín, *El sí de las niñas;* Larra, *Partir a tiempo;* plays of the Alvarez Quintero brothers; plays of Benavente.

4th Year: Novels of Blasco Ibánez, Fernán Caballero, Pardo Bazán, Pereda, and Valera; Cervantes, *Don Quijote* (selections); plays of Benavente, Bretón de los Herreros, Echegaray, García Gutiérrez, Gil y Zárate, Gómez de Avellaneda, Hartzenbusch, López de Ayala, Martínez Sierra, Núñez de Arce, Pérez Galdós, Tamayo y Baus; an anthology of verse; Bécquer (selections).

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The Committee also urges every secondary school in which Spanish is taught to have in its library several Spanish-English and English-Spanish dictionaries, the dictionary of the Royal Spanish Academy, and such manuals of the history of Spanish and Spanish-American literature as those of Fitzmaurice-Kelly, Ticknor, and Coester.

Respectfully submitted,

J. D. M. FORD, *Chairman*
J. P. WICKERSHAM CRAWFORD
E. R. GREENE
R. H. KENISTON
F. B. LUQUIENS

COMMITTEES APPOINTED

President Wilkins has appointed the following committees which are to report at the next annual meeting:

COMMITTEE ON REALIA FOR A TWO YEARS' COURSE IN SPANISH:

Chairman, Sr. J. Moreno-Lacalle, U. S. Naval Academy, Md.; Miss Ella A. Busch, High School of Commerce, New York City; Mrs. Mary F. Cox, High School, Los Angeles, Cal.; Miss M. C. Dowling, Mission High School, San Francisco, Cal.; Prof. Guillermo Hall, University of Texas, Austin, Texas; Prof. R. N. Gearheart, Louisiana State University, Baton Rouge, La.; Capt. Charles F. Harrington, Culver Military Academy, Culver, Ind.; Prof. A. S. Patterson, Syracuse University, Syracuse, N. Y.; Miss Marie A. Solano, Boston Normal School, Boston, Mass.; Dr. John Van Horne, University of Illinois, Urbana, Ill.

COMMITTEE ON ADMISSIONS AND CORRELATION:

Chairman, Prof. Samuel M. Waxman, Boston University, Boston, Mass.; Miss Beulah Armacost, High School, Joliet, Ill.; Mr. J. J. Arnao, 150 Lincoln Ave., Newark, N. J.; Mr. Mark Bailey, Kalamazoo College, Kalamazoo, Mich.; Miss Benicia Batione, Manual Training High School, Denver, Col.; Prof. J. F. Wickersham Crawford, University of Pennsylvania, Philadelphia; Prof. Frank G. Ewart, Colgate University, Hamilton, N. Y.; Prof. Ernest R. Greene, Dartmouth College, Hanover, N. Y.; Mr. Wm. Hanssler, Yeatman, High School, St. Louis, Mo.; Mr. Charles Holzwarth, West High

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School, Rochester, N. Y.; Mrs. Sarah N. Hatfield, Pasadena High School, Pasadena, Cal.; Mr. M. A. Luria, De Witt Clinton High School, New York City; Prof. Kenneth McKenzie, University of Illinois, Urbana, Ill.; Mr. Clarence E. Parmenter, 234 Faculty Exchange, University of Chicago; Dr. Joseph S. Shefloe, Goucher College, Baltimore, Md.; Prof. Charles A. Turrell, University of Arizona, Tucson, Ariz.; Prof. Caroline R. Ober, University of Washington, Seattle, Wash.; Mr. Leo Drew O'Neil, Cambridge, Mass., Box, 87, Cambridge, "A."

COMMITTEE TO SELECT HONORARY MEMBERS:

Chairman, Prof. John D. Fitz-Gerald, University of Illinois: Prof. Caroline B. Bourland, Smith College, Northampton, Mass.; Miss Elizabeth Casey, Wilmette High School, Wilmette, Ill.; Prof. J. D. M. Ford, Harvard University, Cambridge Mass.; Prof. Reginald R. Goodell, Simmons College, Boston, Mass.; Mr. Joel Hatheway, High School of Commerce, Boston, Mass.; Prof. W. S. Hendrix, University of Texas, Austin, Texas; Miss Josephine Holt, John Marshall High School, Richmond, Va.; Prof. C. Carroll Marden, Princeton University, Princeton, N. J.; Prof. Arthur L. Owen, University of Kansas, Lawrence, Kansas; Prof. Roy Edwin Schulz, University of Southern California, Los Angeles; Dr. Homero Seris, University of Illinois, Urbana, Ill.; Mr. George W. N. Shield, Manual Arts High School, Los Angeles, Cal.; Mrs. Caroline Stephenson, Hotel Sutter, Sacramento, Cal., Mr. Cony Sturgis, Cornell University, Ithaca, N. Y.; Mr. Carl C. Sundstrom, Lake View High School, Chicago, Ill.; Prof. George W. Umphrey, University of Washington, Seattle, Wash.; Miss May Vertrees, High School, Fullerton, Cal.; Prof. Charles P. Wagner, University of Michigan, Ann Arbor, Mich.; Lawrence A. Wilkins, Board of Education, New York.

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NOTES AND NEWS

[University notes and news for publication in HISPANIA should be sent to Professor Charles P. Wagner, University of Michigan, Ann Arbor, and high school notes and news should be sent to Mr. Max A. Luria of De Witt Clinton High School, New York, or Miss May Vertrees, Fullerton High School and Junior College, Fullerton, California.]

The many southern California friends of Miss Maria G. de López are proud to know that she has gone to France as an *ambulancière*. For years Miss López made her home in San Gabriel, the seat of the Mission Play. She was for some time one of the most popular and efficient teachers of Spanish in the Los Angeles City schools—leaving her work there to take up similar work in the Julia Richman High School of New York City.

Oregon, one of the most remote states from the Spanish-speaking countries, is rapidly coming to the front in the study of Spanish. Within two or three years the whole movement to introduce Spanish into the schools has been started, until at present the majority of the larger cities and towns include this subject in their courses of study.

The total number of Spanish students in the six high schools of Portland is 580. Spanish is taught to twice as many students as French and to three times as many as German, in some schools.

Mr. Henry Ringlere, formerly of the faculty of the Lewis and Clark High School of Seattle, is now the instructor in Spanish in the Harvard Military Academy of Los Angeles.

Great progress in Spanish is reported from Nevada. The Humboldt County High School at Lovelock has done some original work in mapping out the valley in which the school is located and turning the names into Spanish as far as possible.

The High School of Commerce of Portland has as head of the Spanish department Mr. A. Rafael Vejar of South America. Mr. Vejar is the founder of the Spanish American Society of Oregon. His classes have established successful commercial correspondence with Spanish and South American students and are doing remarkable work.

The Fullerton Union High School and Junior College of Fullerton, California, is very fortunately located at about equal distance between Los Angeles, San Gabriel, and San Juan Capistrano. The upper classes of the Spanish department make annual trips to the historic Plaza church of Los Angeles, to the famous Mission Play of John Steven McGroarty at San Gabriel, and to the mission at San Juan Capistrano.

Mr. R. H. Gearhart, who was instructor in Spanish in Lincoln High School, Portland, is now assistant professor of modern languages in Louisiana State University.

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From Butte, Montana, comes the news that the enrollment in Spanish is nearly seven times as great as in 1915 when the work was started. Eight classes are now being taught there. Considering its distance from Spanish-speaking centers, the state of Montana as a whole shows a remarkable interest in Spanish.

The Washington High School of Portland, Oregon, has a Spanish department of which any school might well be proud. We have received several copies of "Las Novedades," a very newsy sheet published by the students. The work of the Spanish club counts as recitation credit.

Professor Cony Sturgis of Cornell University has just joined the Life Membership list.

At the November meeting of the New York Chapter of the American Association of Teachers of Spanish, the following officers were elected: President, Dr. Guillermo Sherwell, New Utrecht H. S., Brooklyn, N. Y.; Vice-President, Mr. M. A. Luria, De Witt Clinton H. S., New York; Secretary-Treasurer, Miss Gracia Fernández, New Utrecht H. S.; Corresponding Secretary, Mr. Arturo Torres, De Witt Clinton H. S. The Chapter has been making a practice of inviting speakers to each of its meetings. Thoroughly gratified by the interest created last year through the offering of prizes, the Chapter is again conducting a contest for students of Spanish. There are two divisions, one for students who will have completed two years of Spanish, and another for students who have had more than two years of Spanish. Suitable prizes are being offered.

The various high schools of the City of New York are supplementing their Spanish work by the publication of monthly Spanish newspapers. The following deserve very favorable mention: "La Voz," Bay Ridge High School, Brooklyn, N. Y.; "Blanco y Verde," New Utrecht High School, Brooklyn, N. Y.; "El Eco de las Españolitas," Julia Richman High School, New York; "El Estudiante Comercial," High School of Commerce, New York.

D. Alfred Coester, the Secretary-Treasurer of our Association, left New York on the 2nd of April for an extended trip through South America.

Teachers will find interest in reading the following table which represents the foreign language situation in the high schools of New York on February 14, 1918:

	Term I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Totals
French	6,539	3,981	2,458	2,332	956	851	102	124	17,343
German	1,097	2,389	2,935	2,705	1,616	1,636	285	293	12,956
Italian	.....	23	.....	26	.....	7	.....	.....	56
Latin	3,706	3,270	2,851	2,365	1,823	1,655	382	424	16,478
Spanish	10,309	5,875	2,958	1,567	533	376	77	76	21,771

Progress is being made in the organization of the Spanish-teaching body in Boston. Miss Marie Solano, a specialist in Spanish, is the supervisor of the intermediate school work, and has charge of the teaching of modern foreign languages in the Boston Normal School. Much attention will be given to oral practice and objective teaching.

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Spanish is now accepted for entrance by most of the eastern universities and colleges, on a par with French or German, year for year. The New York State Board of Regents accepts it equally with French or German for the college entrance diplomas granted by them for entrance to courses in arts, sciences and engineering in the various higher institutions of the State. It is likewise accepted for the Cornell undergraduate scholarships.

In view of the increasing demand for Spanish, it would be pertinent for the College Entrance Examination Board to offer a paper in third-year Spanish as well as in second-year now offered. The Regents of the University are planning to offer a fourth-year paper.

Mr. W. L. Fichte, formerly of the High School of Commerce of New York, has been appointed instructor in Spanish in the United States Naval Academy, and has taken up his duties at Annapolis.

Fifty-four candidates for license to teach Spanish in the New York City high schools appeared at the examination held by the Board of Examiners of the Department of Education of that city on September 5. Teachers of Spanish who desire to enter the New York City system should write to the Board of Examiners or to Mr. L. A. Wilkins, 500 Park avenue, New York City, for further information.

Dr. E. C. Hills, formerly professor of Spanish in Colorado College, and editor of modern language texts for D. C. Heath and Co., was made librarian of the Hispanic Society of America last spring. His genial personality, able scholarship, love and devotion for Spanish things, are well known.

Miss Gracia L. Fernández, formerly a teacher in the high school of South Pasadena, is a member of the Spanish department of the Bay Ridge High School, New York. She is a willing and helpful worker in the affairs of the local board.

Mr. M. A. De Vitis, formerly of Dallas High School, Texas, is now teaching in the Fifth Avenue High School, Pittsburgh.

Dr. C. F. Sparkman, formerly of the Spanish department of the De Witt Clinton High School, is now in charge of the Spanish work in the Agricultural and Mechanical College, College Station, Texas.

Dr. Manuel Barranco, formerly a teacher of Spanish in the High School of Commerce, New York, has been appointed director of instruction of the Federal District, Mexico City. He began his duties September, 1917.

Miss Juanita Case, formerly of the Oakland Technical High School, is now giving a very good account of herself at the Bryant High School, New York.

Miss Margaret C. Dowling, for several years instructor in Spanish in the Mission High School, San Francisco, has been recently appointed head of the Department of Modern Languages.

Miss Anna Ruth Barker, B. A. and M. A., from the Spanish department of Leland Stanford Junior University, has been appointed instructor in Spanish at the Sacramento High School.

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REVIEWS

Fundamentals of Spanish Grammar, by Alice Huntington Bushee. Benj. H. Sanborn & Co., Boston, 1917. 8vo. xii + 124 pp.

Miss Bushee has written an extremely original and readable textbook in her *Fundamentals of Spanish Grammar*. There is nothing quite like it in modern language grammars published in this country. It is refreshing for the jaded reviewer to find a grammar which has departed from the oft-beaten track. This grammar is based on the deductive method. We have had grammars of that type before, but in them the deductions are printed for those who do not care to take the trouble to deduce, and for those who wish to verify their deductions. Not so with Miss Bushee's grammar. He who deduces not, learns not. Now who shall say that this is not exactly the kind of textbook that the American student needs? He has been fed so long on the doctrines of "make it easy for the learner" and "play while you work" that he will not open his mouth to catch the fruit dropping from the tree of knowledge as he lies on his back. This grammar forces the student to think for himself. Therefore it will not be a best seller. Furthermore, it presupposes a thorough knowledge of Spanish on the part of the instructor, and so teachers of Spanish will be chary of using such a book.

The *Fundamentals of Spanish Grammar*, to quote from the preface, "is intended primarily for students who are already acquainted with one or more foreign languages, i. e., those in colleges which require a language for admission and in summer schools where it is desirable to finish the grammar in a few weeks." It seems to me, however, that it would be pretty hard sledding for the student who has studied German but has not studied either Latin or French to get anywhere with this book. As a matter of fact, it would be absolutely essential to have studied Latin and French. Without these two languages the student would be completely at sea. The grammar contains twenty-five lessons, but five of them being reviews, we have actually only twenty in which grammar and syntax are explained or deduced.

For a book of its size, one hundred and twenty-four pages, the introduction on pronunciation is fairly complete, and Miss Bushee insists throughout the text on the necessity of correct pronunciation. It is difficult to understand, however, why the author should ask repeatedly for the reason of the change of *z* to *c* before *e* and *i*. This is one of the very few inconsistencies in Spanish orthography and cannot be explained by the rule that "*z* has the voiceless *th* sound before *a*, *o*, *u*, before consonants and at the end of a word." That rule does not explain the pronunciation of the letter *zeda* itself which the author gives, and the two or three pages of proper names in Zerolo that begin with *ze* or *zi*. Nor does it explain the pronunciation of the name of the author of that standard dictionary, a name which must often be men-

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tioned in Spanish classes. I do not understand what is meant by the statement that *r* in *comer* is similar to trilled *r* in *there*, not like the *r* in *father*, there being no *r* in either word unless followed by a vowel in my pronunciation. Miss Bushee makes no mention of the pronunciation of intervocalic *g* and *gu* before vowels. This sound is not a stop like *g* in *got*, it is a spirant. As a matter of fact, *g* before *u* has entirely disappeared in parts of Spain and in some Spanish American countries.

One is amazed at the amount of grammar that has been crammed into this little book. It is by no means a quack teacher's "Spanish at a glance" From the very outset the author cautions the student to "learn every Spanish word by heart and to work out the exact meaning of every phrase and idiom." "It is not the time," she wisely remarks, "for getting a general idea or for rapid reading." It is rather a jolt to the woodenly-minded college professor to find the subjunctive treated in the second lesson, but the presupposed linguistic training of the student should dispel any unfavorable criticism on that point.

How does Miss Bushee teach grammar and syntax? Let us take the first lesson as a model. After giving the infinitive, present indicative, and imperative forms of the three regular conjugations and *ser*, without translations, but with a few questions and observations, twenty-five Spanish phrases are placed before the student. He will then "read and determine the meaning, looking up as few words as possible." There are no vocabularies in the lessons. He is then asked: "What are the four forms of the definite article? Gender and number of each? Note the contraction with *de* (sentence 10 but not 9)." The student then deduces the answers from the model sentences. The average American student accustomed to having his knowledge carefully prededuced and handed out to him attractively garnished on a platter will flee from methods like these as from a pest. You can "call spirits from the vasty deep. . . . But will they come when you do call for them?" Let us suppose, for instance, that I am a good student of Latin and German. The first lesson seems to be concerned with gender. I have deduced the masculine and feminine forms of the definite and indefinite article. I search in vain for a neuter gender. I must finally deduce from silence on the subject that Spanish has no neuter. In this first lesson then, in addition to the articles, the contraction of *de* and *el*, the gender of nouns and adjectives, the student will learn by deductions and notes the formation of the plurals of nouns and adjectives and agreement of the same, the use of possessive expressions, and the substitution of the article for the possessive pronoun with parts of the body. There follows an exercise of fourteen short sentences, followed by a request to write original sentences illustrating the grammatical points taken up in the lesson. How is it humanly possible for a student without any feeling at all for the language, and with a knowledge acquired by the deductions in one lesson, to write original sentences? Some of us do not permit students in the first stages of their study to put English phrases into the foreign language!

The verb is made the pivotal point about which each lesson is centered

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And rightly. To one who has mastered Latin and French, the verb is the key to a knowledge of Spanish. Every lesson contains either some forms of the regular conjugations or all the forms of one or more irregular verbs, grouped in an excellent manner.

It is only fair to state that all rules are not learned by the deductive method. Some peculiarly Spanish difficulties are carefully analyzed. For example, the difference between *ser* and *estar* is very clearly explained. It is evident, however, that this book can not be used as a reference text. Its use must be restricted to that of a drill book for graduate students or summer school teachers who wish to acquire a reading knowledge of Spanish. To these two classes of students the *Fundamentals of Spanish Grammar* can be heartily recommended. There is much danger, however, that the grammar will be used by only too many prospective teachers of Spanish who desire a short cut to that tongue. Most of our teachers who study Spanish at summer schools are not doing so in order to be able to read Cervantes and Calderón.

Miss Bushee's Spanish is correct and idiomatic. In the main she uses connected narratives and dialogues which tend to make the student think in Spanish. It seems to me that such meaningless phrases as "Un libro es una gramática española," and such unidiomatic structures as "Es un niño bueno," and "Su lengua es hablada en muchos paises" mar the book. Again, why waste time and effort with drill sentences on *tú* and *vosotros*, forms which the student will rarely, perhaps never, use? The instructor who uses Miss Bushee's book must be an expert, for when the student finds difficulty in making his deduction the rule must be accurately supplied. It is virtually a teacher's notebook. It is really more an interrogative than a positive textbook. It presupposes a sort of *estudiante autodidáctico*, a student who is willing to think and investigate for himself. Are there enough superstudents of this kind in the United States to warrant the publication of this unique grammar? The book used by Miss Bushee herself probably gives good results with graduate students. She lays great stress on memory, and insists that words and phrases be memorized. It is a pity that the book cannot be used by the vast multitude of students of Spanish in high schools and colleges who need to be taught to think for themselves, and that in learning a language memory plays the most important part.

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Manual de Correspondencia, by Ventura Fuentes and Alfredo Elías. The Macmillan Company, New York, 1918. xi + 230 pp.

The book does not confine itself to commercial correspondence. Social correspondence has its allotment of space. The introductory part of the text, as in the case of Luria's book, is a dissertation in Spanish upon the composition of a letter. Then follow the Spanish letters, fifty-six in number, twelve of which are purely social. At the end of each letter are copious

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notes, explaining meanings of words, idioms, and grammatical difficulties, as well as other pertinent information. Forty-one exercises follow, based on the letters. The pupil is called upon, not merely to translate from English into Spanish, but he must compose letters in his own words, the nature of each letter and the data to be contained in it being suggested by the author. This develops more independence and mastery of the subject than mere translation from one language to another.

The next chapter in the book is devoted to verbs, regular and irregular, followed by a table of numerals, a Spanish-English vocabulary and a list of abbreviations. No English-Spanish vocabulary is appended; indeed it is unnecessary in view of the thorough-going character of the notes placed after both the Spanish letters and the English exercises. Sometimes in these notes a literal translation of an idiomatic passage is given, accompanied by a good English rendering. I fail to see that the awkward literal translation serves any useful purpose.

The material is very idiomatic and interesting. No exercises for drill in grammar and idioms accompany the letters, as in the case of the previous book, but a live teacher will work over the material with the class until it is mastered. A little greater effort might have been made to arrange the difficulties of vocabulary and idioms more progressively. Considerable knowledge of the language is necessary before beginning this book. However, it is obviously not intended for beginners.

Correspondencia Comercial, by Max A. Luria. Silver, Burdett & Company, Boston, 1917. xii + 305 pp.

This book is an unusually thorough treatment of the subject of commercial correspondence. The purpose is to prepare the student for a position in a business house carrying on business with South America. At the beginning of the book are a few pages containing expressions of common use in the class room. After an introduction, explaining in Spanish the parts and formalities of a Spanish letter, over a hundred letters and business forms are given. Each letter is accompanied by extensive material for drill, in idioms and grammar. Particular attention is given to verbs. The letters are divided into groups—letters ordering and acknowledging the receipt of merchandise, letters concerning payment and collection of accounts, etc. Several pages are devoted to such documents as receipts, notes, and consular invoices. A list of abbreviations follows. At the end of the book, before the vocabularies, is an appendix of verbs, giving the form of both regular and irregular verbs. There are both Spanish-English and English-Spanish vocabularies. Three maps are included in the book—one of South America, one of Mexico, Central America, and the Antilles, and the third, a map of Spain.

The book is indeed complete. Presumably it is for the teacher who lacks preparation for his work—who has been drafted into the Spanish department, and is unable to improvise exercises to accomplish the mastery of the difficulties. The exercises are all worked out for him. He has but to assign

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them for the following day and then study them himself. The next day he takes up the subject with the class with the bland attitude of one who knew it all the while. The "expressions of common use in the class" are undoubtedly for the benefit of that same teacher. But why the verbs at the end? Wherefore a grammar?

Nevertheless, the book is well made. It is a good deal more than a textbook of commercial correspondence. It is something of a reader, grammar, and conversation book. In the class room, it cannot fail to be supremely useful.

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The Neo-Classic Movement in Spain During the XVIII Century, by Robert E. Pellissier, Ph. D. Published by the Leland Stanford Junior University, 1918. 187 pp.

We have here a very thorough study of the period in question by the young student and teacher who met his death in August, 1916, while fighting for his country in the battle of the Somme.

The author discusses in detail the work of the various neo-classicists. Some of his conclusions are as follows:

Neo-classicism was an attack against real contemporary evils. The supporters of the movement were, in general, men of superior intellect. They were also intensely patriotic. They did a real service to Spain in showing to how low an intellectual level it had fallen. Their aim was to raise it to a level with the rest of Europe. They tried to do this by showing that, for an author, unbridled genius was not enough, but that this genius should be properly directed. They alienated the sympathies of their contemporaries by their criticisms, severe at times even to harshness, of Spanish authors, criticisms which to these contemporaries seemed unpatriotic.

At the same time their own literary output was comparatively insignificant because of their disregard for poetic inspiration and their exaggerated respect for the literary rules. They were, however, by no means responsible for the low state to which Spanish literature had fallen in the eighteenth century.

The movement had certain positive results. It gave the Spaniards a renewed interest in their own literature, an interest which soon spread to other countries, especially to Germany. It made for precise scholarship. It led from open-minded criticism of evils in literature to no less open-minded criticisms which to these contemporaries seemed unpatriotic.

The work shows thorough, broad-minded scholarship, and brings us to realize, once again, the loss which our studies have suffered in the death of its author.

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Grandes Escritores de América, by Rufino Blanco-Fombona. Renacimiento, Madrid, 1917. 343 pages.

Don Rufino Blanco-Fombona is one of the best known writers of Spanish-America. He is a Venezuelan who has lived the best years of his literary life in Madrid and is one of the ablest and most vigorous representatives of the new intellectual life of Spanish-America. He has distinguished himself as a novelist (*El Hombre de Oro, El Hombre de Hierro*), as a poet (*Pequeña Opera Lírica, Cantos de la Prisión y del Destierro*), as a literary historian (*La Evolución social y política de Hispano-América*), and as a literary critic (*Letras y Letrados de Hispano-América*). He belongs to that group of young Spanish-American intellectuals who work night and day for the betterment of the youth of Spanish-America and for a correct interpretation of the history and culture of new Spain. In resourcefulness, in vigor of style and in his intense patriotism he resembles Manuel Ugarte and Francisco García Calderón.

His latest literary production, *Grandes Escritores de América*, is one of the most interesting and important works that has appeared within recent years on the literary history of Spanish-America. The volume is dedicated to XIXth century writers only, which leads one to suppose that Mr. Fombona has published the first of two or more volumes in preparation.

Grandes Escritores de América gives a succinct and complete *resumen*, up-to-date, and including the latest conclusions in literary research concerning the five writers whom Mr. Fombona considers the most important of the XIXth century in Spanish-America: Andrés Bello, the Venezuelan genius who lived practically all his life in Chile and is known the world over as one of the most distinguished educators, and whose fame rests on his investigations in Spanish literature and philology; his best known work being his *Gramática de la Lengua Castellana*, revised later by Cuervo; Domingo Faustino Sarmiento, the astute and semi-learned Argentine educator who wrote *Facundo*, one of the most powerful and realistic novels that Spanish-America has produced; Eugenio María de Hostos, the Porto Rican critic and philosopher, whose Shakespearean studies seem to have furnished many of the ideas of the English critic, Sir Herbert Beerbohm Tree, in his work, *Thoughts and Afterthoughts;* the Ecuadorian writer, Juan Montalvo, author of *Los Siete Tratados* and *Los Capítulos que se le olvidaron a Cervantes;* and Manuel González Prada, the fearless Peruvian philosophic writer who put an end to the apathy in the national life of Peru after the country had been ignominiously defeated by Chile, and whose best work, *Páginas Libres*, would seem to show that little Peru has also its Renan.

Grandes Escritores de América is a volume which forms a most valuable addition to the few good books on the literary history of Spanish-America. It is a book that is absolutely indispensable in a library of Spanish-American literature.

AURELIO M. ESPINOSA

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BIBLIOGRAPHY

I. SCHOOL TEXTS

Manual de Correspondencia

by Ventura Fuentes and Alfredo Elías, both of the College of the City of New York.

XI + 230 pages (100 text, 131 exercises, 134 verbs, 51 vocabulary, 12 table of abbreviations). The text consists of fifty-six model letters in Spanish, of which the first eleven are of general nature, the last forty-five of commercial. The short introductory chapter gives in simple Spanish the necessary preliminary information. Each lesson is followed by a set of grammatical notes. The exercises consist of about thirty pages of English letters for translation into Spanish. The letters are given in outline, and the student has to work out the details for himself. Appropriate notes are furnished for each exercise. A good verb section, vocabulary and a table of abbreviations, complete the book.

1918—The Macmillan Co. $1.00.

Las Tiendas. Diálogos Humorísticos

Por Carlos Frontaura.

Edited by Arthur Fisher Whittem of Harvard University.

VII + 152 pages (84 text, 19 notes, 46 vocabulary). The interesting text fairly bristles with idioms, and is too difficult for any but advanced pupils. The difficulties are well explained in notes and vocabulary.

1918—Holt & Co. 60 cents.

All Spanish Method

First and Second Books, by Guillermo Hall, of the University of Texas.

XXIX + 509 pages. The introduction contains "suggestions to teachers," suggestions to students and a chapter on pronunciation. The body of the work, 396 pages, entitled, "Método Directo para Aprender el Español," is composed entirely in Spanish. Illustrations are freely used. Each lesson contains text, notes, vocabulary, exercises, and questions.

A "Manual de Inflexiones" and a "Vocabulario General," which is really an index, as no translations are given, complete the book.

1915—World Book Co. $1.60.

Also to be had in two volumes: First Book, xxix + 280 pages, $1.00; Second Book, xxix + 307 pages, $1.20.

Poco a Poco

an Elementary Direct Method for Learning Spanish. By Guillermo Hall, of the University of Texas.

VIII + 308 pages. The book is simpler and easier than the same author's "All Spanish Method" and is intended for use with pupils in intermediate

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schools. The plan of each lesson is in general like that followed in the larger work. The book is profusely illustrated. The second part, pages 225-308, contains models for letters, commercial forms, grammatical explanations and tables, and a general index.
1917—World Book Co. $1.00.

Marlá (Novela Americana)
por Jorge Isaaca.
Edited by Ralph Hayward Keniston, Ph. D., of Cornell University.
VIII + 209 pages (127 text, 16 notes, 11 exercises, 54 vocabulary). The preface contains good suggestions as to the use of the text and the teaching of Spanish in general. The introduction gives the necessary biographical and literary background. The text itself, an interesting story of moderate difficulty, is a welcome addition to our materials for the study of Spanish-America from the standpoint of the South American. The notes explain allusions in the text and go into grammatical difficulties pretty thoroughly. The brief exercises are intended to be suggestive only. One is tempted here to ask just what purpose such exercises serve. Experienced teachers prefer to make their own exercises or else wish to be spared the drudgery. Inexperienced teachers find rather full exercise material very helpful. If this is the case, "suggestive" of "illustrative" exercises are hardly worth while. It is hard to strike the mean in this matter, but a larger amount of such material as Professor Keniston has given us would have been very welcome.
1918—Ginn & Co. 80 cents.

La Conjuración de Venecia
by Martinez de la Rosa.
Edited by Arthur L. Owen of the University of Kansas, and John Thomas Lister of Olivet College.
XXXVII + 191 pages (135 text, 55 vocabulary). The rather elaborate introduction gives a good biography of the author and the historical matter necessary for understanding the play. A good bibliography follows. Footnotes deal with difficulties of grammar and style and carefully explain the names and customs alluded to in the text. Suitable for the second or third semester in college, the third year in high school.
1917—Sanborn & Co. 90 cents.

In the review of "La Conjuración de Venecia" on page 67 of the February number of HISPANIA, the senior editor's name is incorrectly stated. It should read Arthur L. Owen.

Selections from the Novelas Ejemplares of Cervantes
Edited by Hugo A. Rennert of the University of Pennsylvania.
XII + 218 pages (138 text, 21 notes, 56 vocabulary). Professor Rennert has chosen for the text two selections; La Gitanilla and El Licenciado Vidriera. As the book is intended for advanced classes, the notes are brief and deal largely with literary and historical matters. The vocabulary, while compact, is full and lists the difficult expressions of the text with great detail.
1918—Holt & Co. 90 cents.

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El Capitán Veneno
by Alarcón.
Edited by Ventura Fuentes and Victor E. François of the College of the City of New York.
VI + 229 pages (100 text, 16 notes, 38 exercises, 72 vocabulary). This is a good edition of a well-known Spanish text. The various exercises furnish plenty of drill upon the text. The vocabulary is unusually full.
1918—Holt & Co. 60 cents.

Pitman's Manual of Spanish Commercial Correspondence
by G. R. MacDonald.
XII + 328 pages. The body of the work is made up of lists of phrases, Spanish and English, in parallel columns, letters in Spanish, and in English to be translated into Spanish. The letters cover a wide variety of business subjects and forms, but many of them do not meet the needs of our schools.
n. d.—Pitman & Sons. $1.50.

Pitman's Commercial Spanish Grammar
by C. A. Toledano.
252 pages. The first part of the book (pages 1-127) contains the usual outline of grammar with exercises from Spanish into English and English into Spanish. Commercial vocabularies take up pages 128-168. Pages 164-232 continue the grammatical lessons in greater detail. Reprint of edition of 1911.
1915—Putnam & Sons. $1.00.

Classroom Spanish
by Marie A. Solano of the South Boston High School and the Boston Normal School.
14 pages. This little manual is the product of the experience of a successful teacher of Spanish in preparatory schools. Young or inexperienced teachers of Spanish will find the pamphlet very helpful and suggestive.
1917—D. C. Heath & Co. 10c.

Spanish Verb Blanks
by I. H. B. Spiers of the William Penn Charter School, Philadelphia.
These verb blanks which many teachers will find useful are put up in pads of 35.
D. C. Heath & Co. 40c.

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JOEL HATHEWAY

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II. PERIODICAL LITERATURE

PEDAGOGICAL JOURNALS

The Modern Language Journal, II, 3, Dec.—S. W. Waxman, *A Jeremiad on Modern Language Teaching.* (Though the author may be a bit too pessimistic, he nevertheless says many excellent things. He laments, as we all do, the diversity of aim in our field. It is difficult to keep up with all the new methods proposed. The system in vogue in many cities of providing free text-books is bad. Having completed the course, the pupil must turn the book in, though he needs it for review and reference. There is too much of the idea of "making it easy for the pupil." Memorizing is getting to be a lost art, though we cannot dispense with memory in the teaching of language. A course in phonetics or conversation is usually more valuable for the teacher than one of mere educational theory. The method of teaching depends upon the teacher's personality; also upon the nature of the institution and its *clientèle.* Above all beware of panaceas. "Hitherto, we may have done little else than teach a knowledge of grammar and train students to read ordinary prose; now there is grave danger of throwing over this solid knowledge for a few catch phrases like 'Open the door,' 'Shut the window,' or 'How do you do?'" There is no reason why speaking and reading knowledge should not be combined. But "when a high school student gets five to ten minutes of individual attention per week it is utterly ridiculous to suppose that he can learn to speak a foreign language." Guard against the democratic danger of leveling down rather than up. Every student is given a chance to do good work. If he fritters away his opportunities, do not slight brilliant pupils in his favor.) P. H. Grummann, *Problems of the Elementary German Course.* R. Gerig-Edwards. *A Demonstration of Spanish Class-room Work.* F. Bennett, *Translation Study and Immediate Study of German. A Comparison.* (By the "Immediate Method" this teacher means instructing students not merely to translate but to be able to reverse the process, that is to be able to give German equivalents of English words when called for. Carefully compiled statistics seem to show that the "Immediate Method" is the more efficient.)

4, Jan.—J. Sachs, *Desirability of a Syllabus of French and German Texts.* (A plea for the standardization of a sequence of texts, starting with those representative of the ordinary speech and leading up to the masterpieces of style. Without a doubt conditions are in this respect too chaotic in the modern language field. Too few teachers select a text with reference to what has gone before and what is to follow. Yet it is to be hoped we shall never reach the cut-and-dried standardization which teachers of the classics have attained to—the sacrosanct and never-to-be-varied sequence of Caesar, Cicero, Vergil, for instance.) A. Betz, *The Function of Dictation in the Teaching of Modern Languages.* (Valuable hints as to handling this part of the work. A dictation exercise involves (1) The correct speaking of the word. (2) The correct hearing of the word. (3) The visual appearance of the word. (4) The writing movement. Each sentence should be read twice only. Care should be taken not to break up a stress group. Students should make their own corrections. By tabulating errors the teacher can analyze

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his pupil's difficulties.) J. E. Spink, *French in the Pre-High School Period.* (An excellent article on methods used in grade teaching.) J. Van Horne, *Spanish Texts and the Spanish Language.* (We are now well supplied with elementary readers. The difficulty comes with the choice of a second book. There is in Spanish a dearth of stories of adventure written in simple, colloquial language. While the reviewer has never found the novels of Palacio Valdés and Pérez Galdós too difficult for students in this stage of development, the same may not be true of all students in all institutions. Clearly a wider choice is desirable.)

Bulletin of High Points, I, 7, Dec.—W. L. Hervey, *Notes on "War Work."* L. A. Wilkins, *Fallacies that Exist in the Teaching of Spanish.* (Spanish is not easy to acquire, nor can it be learned in a short time. Principals share this fallacy when they engage teachers of only a year's experience with the language. Pupils unable to learn Latin, French, or German will do no better in Castilian. Spanish is easy neither to pronounce nor to understand. It takes longer, according to the author, to gain the ability to understand spoken Spanish than German or French. The reviewer's experience coincides with that of Mr. Wilkins. One reason is because Spanish has so few vowel sounds. Another is that most of us have been insufficiently drilled in the matter of *liaison,* scarcely less important in Spanish than in French. The many elisions not indicated in print, as well as the numerous diphthongs resulting from the running together of words, make certain combinations unrecognizable to the student who has learned to pronounce words as units. He thinks to hear *lecho* when he really hears *le he hecho.* Spanish grammar, too, has many difficulties. Most good students, I find, have little trouble with the irregular verbs, because the difficulty is here obvious. Difficulties not easily recognizable as such offer most trouble. Syntax is harder than morphology. The extreme richness of Spanish in vocabulary, idiom, and proverb is a stumbling-block. Add to this the lack of good dictionaries and the absence of many another tool necessary for the scholar. The second great fallacy, according to Mr. Wilkins, is the ignorant belief that Spanish possesses no first-rate literature, and hence should be studied for commercial reasons solely. There follows a plea for Spanish as a cultural subject.)

II, 1, Jan.—*Concerning Memory Work with a Notable Speech in French to be Memorized.* (The psychology of memory. How the passage to be memorized should be chosen so as to bring into play all the factors by which memory is conditioned. "The purposes of teaching memory passages are at least two: (1) To give the student for life-long retention thoughts of exceptional worth, beauty, or power, clothed in terms of the foreign language that are simple yet forceful. (2) To create a feeling for the foreign language." G. A. Sherwell, *Differences Between Spanish and Spanish-American Usages in Language and Pronunciation.* (A brief bibliography of the best works on South American dialects. One should welcome the conservative influence of the Academy, while recognizing the need of innovations in the vocabulary. Many interesting examples of South American vulgarisms in vocabulary and pronunciation. In conclusion the author strongly advocates the Castilian pronunciation, having been converted from the other view.)

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2, Feb.—L. A. Wilkins, *The American and the Foreign Teacher of Foreign Languages.* (The native is weak where the foreigner is strong and *vice versa.* The two supplement one another. In a well organized modern language department both kinds of teachers should be used. We should like to remind our readers that this matter has been ably discussed by A. Morel-Fatio in his *Ambrosio de Salazar,* Paris, 1901, chap. iii. We feel that Mr. Wilkins is wrong in demanding naturalization of foreigners before they may teach. Loyalty cannot be secured by compulsion. Besides, the rule works both ways. We should not like to see our missionary teachers required to abandon their American citizenship before they are permitted to give instruction abroad.) *Verb Nomenclature in Spanish.* (The system advocated is good and does not depart from common usuage. But shall we not do better to work in harmony with the committee of the Modern Language Association which is endeavoring to standardize grammatical nomenclature for all languages?) Mary G. Wendell, *Foreign Language Values; Helping the Pupil to See Them.*

School and Society, VII, 158.—P. E. Davidson, *Concerning Mental Discipline and Educational Reform.* 164.—E. C. Moore, *Formal Discipline and the Teaching of Literature.* 167.—E. F. Hauch, *A Few Popular Misconceptions with Regard to Language Study.* (The candid teacher of languages, if asked the purpose of his teaching, will reply: "For a living." Let us hope that psychologists and professors of education, if asked the same question, will be equally candid. Latin and Greek got their start on account of their then great practical utility. Only when hard pressed did the teachers of them discover that these subjects had marked disciplinary value. —The author seems unaware that the extreme views of Thorndike and others, who held that disciplinary value is non-existent and that ability acquired in one branch of study is not transferable to another, have long since been repudiated by leading psychologists, Mr. Flexner to the contrary notwithstanding. Nevertheless we may agree with him that we rest the case for our subject on firmer grounds than its disciplinary value.) The modern languages likewise found a place in the curriculum as a direct result of social and economic pressure. "Commercial necessity, real or fancied, is forcing recognition for Spanish—that most chivalrous and uncommercial of western languages—upon our school programs. The really strange aspect of the situation is the almost apologetic attitude on the part of some of our academic teachers of it toward this apparent cause for the increased importance of a knowledge of Spanish. There ought to be no need, at any rate, to drag in the fetish of disciplinary value. If commerce and its interests and by-products are something of which to be ashamed, then there is something vastly wrong somewhere with our civilization." The practical importance of modern languages to professional men and others. It is impossible to rely upon translations of scientific works or to wait for them to appear; frequently they are never forthcoming. Languages widen the intellectual horizon and create the "international mind," never so sorely needed as at present. "Knowledge of the foreigner's speech is at least the beginning of a better understanding." Mere translation is condemned. But on the other hand it is an equal fallacy to suppress grammar in

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one's teaching. "It may be possible to run an automobile without knowing very much about the laws of physics on which its mechanism is based. The chances are all in favor of the man who does know, when it becomes a question of running his machine smoothly and safely." "In the study of the foreign language, grammar is only one of the means toward the definite end; it must not be the end itself." Scientific and commercial reading must be provided only after the ordinary, current language has been mastered.)

Education, XXXVIII, 3, Nov.—E. O. Fisk, *A Great School and a Great Headmaster.* (An account of the life and work of the late Richard Mott Jones, for forty-two years headmaster of the William Penn Charter School.)

4, Dec.—G. A. Hitchcock, *The Classical Question Again.* (A plea for the classics as a deterrent to the materialization of the national mind.)

5, Jan.—R. R. Smith, *Democratizing a High School of Eighteen Hundred.* H. Mitchell, *Supervised Study in Modern Languages.* (The author thinks that no other innovation in modern language teaching produces such results as this. Is it true as he says that the teaching of paradigms is no longer practiced by good teachers? We hope not. The note of bigotry found in this article is apparent in many other pedagogical articles. Some teachers seem to say: "Those who don't use my method are back numbers. Mine is the only 'up-to-date' method.")

6, Feb.—H. C. Nutting, *Experimental Test of Educational Values.* (The fallacies of certain psychologists who oppose language study, ancient and modern, are ably exposed.)

The English Journal, VIII, 1, Jan.—A. Abbott, *The English Teacher and the World War.* (This is in large measure "a schoolmaster's war." How instruction may be made to foster patriotism.) H. R. Driggs, *Seeing Classics as Wholes.* (How to present masterpieces of literature with a view to proper perspective and proportion.) C. G. Osgood, *The Artistic Teaching of English.* (The teacher needs mind, discernment, taste, standards, and imagination. "Each hour or period should be conceived as a work of art in itself, as much so as the chapter of a novel or act of a play. It should have the single effect of a work of art, with beginning, middle, and end." "The experienced teacher will not attempt many things in a single period. One or two must stand out in the plan as objective. Every effort may then devote itself to making such points facile.")

2, Feb.—P. H. Boynton, *Literature in the Light of the War.*

The School Review, XXVI, 1, Jan.—*Foreign Languages and Mathematics as Requirements for American Colleges and Universities.* (The admission requirements of thirty-five of our representative institutions are studied.) F. G. Pickell and B. F. Winkelflech, *Elimination from the Public Secondary Schools of the United States.* E. D. Merriam, *Technique of Supervised Study.* (Useful suggestions.)

2, Feb.—P. S. Lomax, *Surveys of Commercial Education in Missouri and New Mexico.* E. V. Tubbs, *Part Time Plan in Centralia High School.* A. J. Jones, *The Junior High School.* L. M. Schmidt, *Pedagogical Literature Dealing with German.* (Bibliography.)

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Modern Language Teaching, XIII, 6, Oct.—A. Terracher, *Les Professeurs étrangers dans les universités anglaises.* (Several articles in this number deal with the teaching of Russian, showing the increased interest that the English are taking in that subject. Will this new interest stand the strain of recent events? We learn with surprise that chairs of French and German have only just been founded in the University of Glasgow.) *Literatura e historia de España.* (An analysis of a lecture by Professor Villasante, delivered at King's College, London, June 18, 1917.)

Les langues modernes, XV, 6, Nov.-Dec.—C. Pitollet, *Réflections sur Echegaray.* (Largely a translation of an excellent biography and criticism of the late dramatist, published by Señor Araquistain in *América Latina,* II, 15, 1916.)

Revue de l'enseignement des langues vivantes, XXXV, 1, Jan.—M. Martinenche, *Les langues méridionales de l'Amérique latine.* (A plea for the greater study of Spanish and Portuguese in France, the better to extend French influence in South America. The statement is made that German war prisoners are utilizing their enforced leisure in studying Spanish to prepare for the coming commercial war. This they are said to do under orders from their superiors.) C. Pitollet, *Le centenaire de Cisneros.* (Cisneros is held to be a man of the middle ages rather than of the renaissance.)

Revue universitaire, XXVII, 1, Jan.—I. Joliet, *La Méthode Taylor et l'enseignement secondaire.* (France, this writer holds, will gain from the presence of British and American soldiers something of the Anglo-Saxon's practical and methodical spirit. As a start he advocates the adoption of this American method of conserving energy in teaching by getting the right man into the right place.) Georges Weill, *Un éducateur français en Argentine.*

2, Feb.—L. Joliet. Ditto, continued. E. Brucher, *La réforme de l'enseignement secondaire.* Mlle. A. Coureur, *L'enseignement secondaire et l'avenir de la race.*

Monatshefte für deutsche Sprache und Pädagogik, XIX, 1, Jan.—F. Kübler, *Sprache und Sprachleben.* P. R. Kolbe, *The Door to Germanics.* E. C. Kolbe, *Jahresversammlung der Central Division of the M. L. A. of A.*

2, Feb.—S. W. Cutting, *Modern Languages in the General Scheme of American Education.* (Mr. Cutting traces the origins of modern language instruction in this country. He calls attention to the way in which the cause of German has been injured by an injudicious mixture of language teaching and propaganda. In concluding he makes his own the words of President Judson of the University of Chicago: "It is perfectly obvious that there is no prejudice against German literature or other higher things of German life in intelligent circles in this country. We are at war with the ruling forces which have made German a danger to civilization and not against the finer forces which we hope some day will again be dominant in Germany.") O. Möller. *The Pictorial in Education.* O. Schnyder, *Zivilisation und Kultur.* (Civilization is compared with Kultur, greatly to the disparagement of the former. "Civilization is something to be denied. Kultur something that must be affirmed." Mischievous articles like this will not tend to allay the present

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prejudice against German, which for the most part is unjustified. But if German teachers assume this attitude they will alienate what friends they still have.) J. Whyte, *Jahresversammlung der Eastern Division of the M. L. A. of A.*

SCIENTIFIC JOURNALS

Modern Language Notes, XXXIII, 1, Jan.—E. S. Ingraham reviews: Schevill, *A First Reader in Spanish;* Luquiens, *Elementary Spanish-American Reader;* Supple, *Spanish Reader of South American History;* Warshaw, *Spanish-American Composition Book;* Wilkins and Luria, *Lecturas fáciles con ejercicios;* Fuentes and François, *A Trip to Latin America.* G. W. Thayer, *Barlaam and Joasaph.* (A rare Italian version of this romance has been obtained by the Cleveland Public Library.) E. Buceta, *Segunda seric de la biblioteca Calleja.* (The series of *páginas escogidas* of the best contemporary writers, recently published by this house, will interest teachers of advanced courses.)

3, March.—E. Buceta reviews Rose's edition of Florentino Sanz' *Don Francisco de Quevedo;* also Menéndez Pidal's *Antología de prosistas castellanos.*

The Romanic Review, VIII, 4, Oct.-Dec.—H. R. Lang, *Notes on the Meter of the Poem of the Cid,* III, 2 (continued). (In this very interesting article Professor Lang argues for the antiquity of the *romances,* apparently not accepting the views of Foulchée-Delbosc. Neither does he accept Menéndez Pidal's views regarding the locality where the *Poema del Cid* was written, but returns to the theory that it emanated from the monastery of San Pedro de Cardeñas. This would seem to harmonize with Bédier's theories of epic origins. Cannot the views of Lang and Menéndez Pidal be reconciled? The author of the poem was certainly familiar with the eastern portion of New Castile above all other parts of Spain. But that familiarity may have been gained in youth, and it is not necessary to suppose that he wrote his work near the region described.) E. H. Tuttle, *Hispanic Notes.* (Etymologies of **Ferreneus, Jam, Magis, Numquam.*)

The Modern Language Review, XIII, 1, Jan.—A. F. G. Bell, *Gil Vicente's "Auto da alma."* (A critical text based upon the rare first edition of 1562. The text and an English translation appear in parallel columns. Brief notes. In view of the very uncritical way in which all the editions of this poet have been printed, such a text as this is very welcome.) H. A. Rennert reviews *Obras de Lope de Vega, publicadas por la Real Academia Española. (Nuevo edición,* Tomo I, Madrid, 1916.) (A very interesting and instructive review. The first volume of the new series of the Academy edition offers several surprises and makes accessible several of Lope's works hitherto supposed to be lost. With his usual urbanity, Professor Rennert condones the shortcomings of the textual editing of these plays with more indulgence than other critics have shown. He thinks the extreme need of getting these plays published with speed justifies the editor's lack of care. But as these plays are accompanied by neither introductory studies nor notes, it does not seem as if a little more care devoted to the editing of the text would have unduly delayed publication.

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Modern Philology, XV, 11, March.—G. T. Northup reviews John De Lancey Ferguson's *American Literature in Spain.*

Revue Hispanique, XLI, 99.—J. Miret y Sans, *La esclavitud en Cataluña en los últimos tiempos de la edad media.* Enrique de Villena, *Tres tratados. Publicalos J. Soler.* (This includes a *Tratado de la consolación,* a *Tratado del aojamiento* (evil eye), and a *Tratado de lepra.* These curious unedited treatises are published from a MS. in the National Library, Madrid, without introduction or comment.) A. H. Harrison reviews Fitzmaurice-Kelly's *Historia de la literatura española. Segunda edición corregida,* Madrid, 1916. (Certain minor corrections.) A. Reyes reviews Rosenberg's *La Española de Florencia,* Philadelphia, 1911. (Reyes does not accept Rosenberg's attribution of the work in question to Calderón. Neither does he feel that Stiefel has established the authorship of Lope.) G. Desdevises du Dezert reviews M. Romero de Terrero's *Arte Colonial,* Mexico, 1916. H. Peseux-Richard reviews Miguel de Toro Gisbert's *Americanismos,* Paris, n. d. R. Foulché-Delbosc reviews J. M. Sanchez' *Bibliografía aragonesa del siglo XVI, Tomo I, 1501-1550, Tomo II, 1551-1600,* Madrid, 1913-14. (Highly favorable, with valuable corrections and additions.)

Bulletin Hispanique, XIX, 3, July-Sept.—H. Breuil and W. Verver, *Découverte de deux centres dolméniques sur les bords de la Laguna de la Janda (Cádix).* G. Daumet, *Inventaire de la collection Tirán.* R. Lantier, *Chronique ibéro-romaine.* Z., *El punto de vista español en la cuestión de la guerra.*

The American Political Science Review, XI, 2, May—F. Alfonso Pezet, *Pan-American Coöperation in Pan-American Affairs.* C. Castro-Ruiz, *The Monroe Doctrine and the Government of Chile.* F. C. Schwedtman, *Lending Our Financial Machinery to Latin-America.*

The American Historical Review, XXX, 2, Jan.—J. H. Smith, *American Rule in Mexico.* (The behavior of American troops in Mexico, 1846-1848.)

The Southwestern Historical Quarterly, XXI, 3, Jan.—C. H. Cunningham, *The Residencia in the Spanish Colonies.* (A valuable contribution to our knowledge of Spanish colonial methods.) *Minutes of the Ayuntamiento of San Felipe de Austin, (1828-1832), I,* edited by E. C. Barker. A review of I. A. Wright's *The Early History of Cuba, 1492-1586,* New York, 1916. (This book is based upon the study of original documents, but fails to take into account the published results of others. It is weak and biased in its generalizations.)

The English Historical Review, XXXIII, 129, Jan.—A review of C. E. Chapman's *Founding of Spanish California, 1687-1783,* New York, 1916.

The Catholic Historical Review, III, 4, Jan.—J. A. Robertson, *Catholicism in the Philippine Islands.* C. H. Cunningham, *The Inquisition in the Philippines.*

The Southern Historical Quarterly, XXI, 2, Oct.—W. I. Schurz, *The Manila Galleon and California.* (Discoveries of early Spanish navigators.)

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C. E. Chapman, *The Archivo General de Indios.* (Valuable information for those contemplating work in these archives.)

The Journal of Race Development, VIII, 1, July—W. F. Slade, *The Federation of Central America.* (A review of the various abortive attempts to create a United States of Central America.)

International Journal of American Linguistics, VI, 1, July—Franz Boas, *El dialecto mejicano de Pochutla, Oaxaca.* (Not a Spanish, but an Indian dialect.)

American Anthropologist, XIX, 4, Oct.-Dec.—J. R. Swanton, *The Route of De Soto.*

L'Anthropologie, XXVIII, 3, May-June—L'Abbé H. Breuil, *Observations sur les terres noires de la Laguna de Janda.*

POPULAR JOURNALS

Poetry, XI, 5, Feb.—José Santos Chocano, *Peruvian Poems: Oda Salvaje, A Song of the Road, El Charro, The Magnolia.* J. P. Rice, *José Santos Chocano.*

The World's Work, Dec.—*German Efforts in Mexico.*

The English Review, Dec.—R. B. Cunninghame Grahame, *Mexico.* (German, English, and American methods in Mexico compared and contrasted.)

The Living Age, 3840, Feb. 19—Sir George Douglas, Bart., *Two Notable Spanish Novels.* (A long review of Blasco Ibánez' *Sangre y arena* and Ricardo León's *El amor de los amores.* Taken from Cornhill's.)

The Unpopular Review, IX, 17, Jan.-March—*Latin America and the Monroe Doctrine.*

The American Review of Reviews, Jan.—*A Spanish Observer in Germany.*

Revue Bleue, Sept. 29—Paul Louis, *Les Crises d'Espagne.*

La Lectura, 203, Nov.—G. de Azcárate, *¿Qué pasará cuando la guerra termine?* J. Juderías, *España y sus políticos en tiempos de Mendizábal, según Lord Clarendon.* J. Francos Rodríguez, *La vida de Canalejas,* continued. E. Hernández-Pacheco, *El problema de la investigación científica en España.* (The author thinks that Spain is on the eve of a great scientific awakening.)

204, Dec.—J. Francos Rodríguez, Ditto, continued. J. Juderías, Ditto, continued. M. Romera Navarro, *La andante gitancría* (a popular presentation of the same subject upon which the author spoke at the last meeting of the Modern Language Association. There is an interesting list of *entremeses* in which gypsy characters appear. We cannot agree that Cervantes was an accurate observer of gypsy ways. His treatment of the race was as romantic as Cooper's attitude toward the North American Indian. Compare Cervantes' description of the picaresque life of Seville, which he really knew, with his account of the Gypsies, whom he knew but slightly, and the difference is startling.)

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Revista bimestre cubana, XII, 3, May-June—S. I. Barberena, *Dos palabras acerca de uno de los hechos que se han alegado para establecer que Colón era Español.*

5, Sept.-Oct.—Fernando Ortiz, *La entrada de Cuba en la guerra mundial. (Extracto del Diario de Sesiones del Congreso.* Evidently Cuba entered the war with much enthusiasm.)

Bulletin of the Pan-American Union, July—W. A. Reid, *South American Port Improvements—East Coast. Habana: The Greatest Club City in the World.* L. E. Elliott, *Brazil: Today and Tomorrow.*

Aug.—W. A. Reid, *South American Port Improvements—West Coast.* J. B. Moore, *The Work of the Pan-American Financial Conference. Famous Seaside Resorts: Mar del Plato and Pocitos.*

Sept.—J. E. Pogue, *The Turquoise in Spanish America. The First Automobile Trip over the Andes.* T. de Booy, *Eastern Part of the Dominican Republic.*

Oct.—*The Growing Spirit of Pan-Americanism.* E. Albes, *Montevideo: The City of Roses.* H. M. Wright, *Through the Marvelous Highlands of Guatemala.* W. A. Reid, *Bolivia's Railways—Progress and Prospects.* H. E. Bard, *Scientific Teaching of Spanish and Other Languages.* (The author's interest in language is solely utilitarian.)

Nov.—W. A. Reid, *The Call for Foods: South America's Answer.* H. M. Wright, *Through Costa Rica, the Magnificent, on a Motor Car. The Schoolmaster of Trade.* G. F. Kunz, *Platinum—with Especial Reference to Latin America.* T. de Booy, *The Town of Baracoa and the Eastern Part of Cuba.*

Dec.—H. M. Wright, *Nicaragua, Land of Enchanted Vistas. Travels in Ecuador.* H. A. Reid, *Peruvian Prosperity. Mr. Root on the Monroe Doctrine.*

Cuba Contemporánea, XV, 1, Sept.—Julio Villaldo, *Nuevas orientaciones de la juventud cubana.* L. López de Mesa, *El alma de América.* E. J. Varona, *La crítica en crisis.* P. Henríquez Ureña, *La república dominicana.* A. Hernández Catá, *El pasado (Drama en un acto).* M. F. Cestero, *Los Esclavos entre las naciones.* B. G. Barros, *La caricatura en Sudamérica.*

2, Oct.—M. Henríquez Ureña, *Problemas de nuestra América. Lecturas de Burge y Rodó.* A. Castillo Plaza, *Acerca del Mundo Nuevo.* R. Martínez Ortiz, *Juicio acerca de los sucesos políticos de Cuba en 1906.* M. Romero Navarro, *Guillermo Hickling Prescott (1796-1859) historiador de España.* Nicolás de Cárdenas, *Verdades sabidas y olvidadas.* Alfonso Reyes, *Libros y libreros en Madrid.* M. F. Cestero, *Los Esclavos entre las naciones.* J. L. Lupus, *El Progreso de la verdad en juicio de las obras literarias.*

XVI, 1, Jan.—C. de Velasco, *Educadores.* A. Iraizoz, *El sentimiento religioso en la literatura española.* R. de Cárdenas, *La política de los Estados Unidos en el continente américano. Primera parte.* (Sympathy shown by the United States toward the infant republics of South America. How the Monroe Doctrine was promulgated.) A. Reyes, *José Ortega y Gasset.* ("Si Baroja es un tartamudeo de disgusto y Azorín es un balbuceo sentimental, si

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Valle Inclán es una resonancia preciosa y Ramiro de Maetzu una libre charla europea, Pérez de Ayala es la literatura misma y Ortega y Gasset es un pensamiento vigoroso, junto al cual apenas se oyen la divagación un tanto flemática de aquél o la crónica desabridilla del de más allá.")

2, Feb.—M. G. Moreno, *El régimen parlamentario y la reforma constitucional.* L. Rodríguez-Embid, *Breves exégesis actuales, II.* A. Hernández Catá, *La Dolorosa. Novela.* E. Rodríguez Lendián, *Un corazón y un carácter: Sola.* M. F. Cestero, *Ensayos críticos: "Pensando en Cuba." En el segundo aniversario de la muerte de Sola. Juicios acerca de su obra.* (Appreciations written by various prominent Cubans on the life and writings of this brilliant young publicist and patriot.)

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III. BIBLIOGRAPHICAL NOTES

The Casa Editorial Calleja is showing an activity, various aspects of which will be of considerable interest to teachers of Spanish. In the first place, it is publishing three series of *Cuentos en colores.* The volume entitled *Calleja: Cuentos en colores: El Visir y la Mosca; Lillekort; Los dos Ladrones* is a beautifully illustrated quarto of sixty-three pages. The second and third series are small volumes, approximately duodecimo in size, but also attractively illustrated. Of the second series we have seen only No. 3, a children's story, *Pelusilla,* by May Byron. Of the third series five volumes have already appeared. In addition to the well-known works, *Uncle Tom's Cabin* and *Gulliver's Travels,* which are given in abbreviated form, there are selections from the *Fables* of Lafontaine, and from the *Fairy Tales* of Perrault and of Madame D'Aulnoy, in the last two cases presenting to us in Spanish dress such old favorites as Princess Golden Locks, Little Red Riding Hood, Puss in Boots, Cinderella, and Hop o' My Thumb. The language of these translations is more difficult than we should ordinarily approve of for young children. Nevertheless, because of their familiarity with the content of the stories, we believe that the children would enjoy them heartily. Whether one care to use them in class or not, they should form admirable material for outside reading. All these books will be found in the bibliographical list published in this number.

In its *Biblioteca Calleja, Segunda Serie,* the same house publishes, or intends to publish, each month, three volumes representing three distinct types. In one group there will be anthologies. Each volume will contain selections from a single author. If the author be still living, he himself will make the selections, and will supply the volume with an autobiographical and autocritical prologue, and with comments concerning the work to which each selection belongs. If the author in a given case be dead, this biographical and critical material will be supplied by a leading living critic, who will also make the selections. These volumes will sell, bound in cloth, for 2.50 pesetas. In another group the volumes will contain an *entire work* of some living

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author, published in cloth at 1.50 pesetas. The third group will consist of volumes devoted to the classics. These editions will be serious but not erudite. The text will be given entire, in accord with the latest studies, the orthography will be modern, and there will be explanatory notes and a prologue by some well-known scholar. Here again the price of the volumes, bound in cloth, will be 1.50 pesetas.

The same house publishes two dictionaries that will be of interest to our teachers. The *Diccionario Castellano de Bolsillo*, copyrighted in 1918, is a compact little volume, printed with clear type on paper that is opaque and yet so thin that its 1806 pages do not make the volume unmanageable. The *Nuevo Diccionario manual, ilustrado, de la Lengua Castellana* is a kind of dictionary and encyclopedia that will be found useful even by those who possess the *Pequeño Larousse ilustrado*, (by Miguel de Toro y Gilsbert), which latter should, of course, be in the hands of all of our teachers.

Naturally all progressive teachers hope some day to possess the Academy's Dictionary. The expense will in many cases be a drawback, or an insurmountable obstacle. Meanwhile such teachers may possess their souls with patience if they are able to obtain the *Diccionario de la Lengua Española*, published by the house of Sopena in Barcelona. The scholar in charge of this fine book is the well-known classicist José Alemany y Bolufer, a member of the Royal Spanish Academy and professor of Greek at the University of Madrid. The volume contains all the words included in the fourteenth (the latest) edition of the Academy's Dictionary, and some 40,000 more that are sanctioned by good usage, although not yet accepted by the Academy. Among these 40,000 are 25,000 Americanisms and many technical terms. In view of our growing appreciation of things Hispano-American, these latter items are a very welcome and helpful addition. Many a teacher will be grateful to find in the appendix a complete set of paradigms of the Spanish verbs, regular and irregular, with an alphabetical list of verbs in current use, accompanied by a reference to the type of verb they follow in their conjugation. The volume contains 1700 pages (7 x 9½) and costs, bound in full cloth, *only ten pesetas*.

All of our teachers will be glad to avail themselves of the opportunity to secure copies of masterpieces of Spanish literature well-edited, well-printed, and neatly bound at a moderate price. These advantages are all to be found in the attractive volumes of the *Clásicos de la literatura española*, published by Ruiz Hermanos of Madrid. The volumes are sold at 1.50 pesetas. They are cloth-bound duodecimos, the kind of volume best loved by the real book-lover, because, to paraphrase one of our great writers, they can be carried in the pocket or conveniently held in the hand and read while one stands with his back to the open fire-place. The volumes that have come to our attention are: *La Historia de los dos enamorados Flores y Blancaflor* (to which is added, by way of appendix, the chapter from the *Gran Conquista de Ultramar* that contains the list of the descendants of the two lovers); *Lazarillo de Tormes*; Juan Ruiz de Alarcón y Mendoza, *No hay mal que por bien no venga*; Antonio García Gutiérrez, *El Trovador*

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(with an appendix giving five hitherto inedited letters of the author to the celebrated composer Emilio Arrieta, uncle of the editor of this volume); Fray Luis de León, *La Perfecta Casada;* Tirso de Molina, *La Villana de Vallecas;* Lope de Vega, *Peribáñez y el Comendador de Ocaña;* and José Zorrilla, *Sancho García.* Each volume is equipped with an introduction, notes, and a bibliographical note by the well-known scholar, the Excelentísimo Sr. D., Adolfo Bonilla y San Martín of the University of Madrid.

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IV. GENERAL BIBLIOGRAPHY

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HISPANIA

VOLUME I *September, 1918* NUMBER 3

THE TERM *LATIN AMERICA*

During the last ten years writers from France, the United States and Spanish America, and, although rarely, also in other countries, have begun to use the terms *Latin America, Latin American,* for the old and proper terms *Spanish America, Spanish American.* A third term, *Ibero America, Ibero American,* is also used by recent writers. Which are the proper terms? Which should we use? In the following article I beg to discuss this matter briefly.

For the last four centuries, that is from the discovery of the new world until the end of the XIXth century, no writer, historian, or philologist of importance used the terms *Latin America, Latin American.* The French used for four centuries the term *Amérique Espagnole,* the English and North Americans the term *Spanish America,* the Italians the term *America Spagnuola,* etc. We have always said and still say *The Spanish Peninsula.* The term *Latin America,* therefore, is a new term, an intruder, and must prove a right to exist. The manner in which it has been adopted by some distinguished writers in our day is surprising. The new name is not only vague, meaningless, and unjust, but what is much more, it is unscientific. It has been argued by some that the term *Latin American* was introduced on account of Brazil. It is a fallacy: because Brazil is Portuguese in origin, in culture and language, and comes from Portugal, an integral part of the Spanish peninsula, *Hispania, Spain;* and therefore *Hispanic America* includes Brazil as well as Argentina and other South American countries. Every schoolboy knows that South America was discovered, colonized, civilized, and developed by Spain (including Portugal), in the same way as

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the region now known as the United States was for the most part discovered, colonized, and civilized by England or peoples coming from England (including Scotland and Wales). The terms that have been used for the last four centuries, *Spanish America, Spanish American,* are, therefore, correct. Where and why the necessity of adopting the new and incorrect terms?

In a note to the excellent article by Menéndez Pidal on this subject (*Inter-America,* April, 1918, page 195), the editor says: ". . . the writer (Menéndez Pidal) undertakes to show that it is not only improper but inadmissible [the new term]; and he offers certain substitutes, which he considers irreproachable." The editor of *Inter-America* considers the terms *Spanish America, Spanish American,* which have been used by all intelligent men for four centuries, as mere substitutes. Even now, when the advocates of the new term use the words *Latin America, Latin American,* in many worthy publications, the older and correct terms are more widely used. Menéndez Pidal, therefore, was not offering substitutes. He was defending the well-known, traditional, and scientifically correct terms. The term *Latin America* is in fact the substitute which has been recently introduced.

To my best knowledge, the first one who protested against the new and improper terms was the distinguished Hispanist, Mr. J. C. Cebrián, of San Francisco. In a letter printed in *Las Novedades,* New York, March 2, 1916, Mr. Cebrián expressed himself so clearly and emphatically on the subject, and showed so conclusively the absurdity of the use of the new terms *Latin America, Latin American,* that we cannot refrain from reproducing it at this late date almost in its entirety:

"Al recorrer las páginas de *Las Novedades* noto con placer el espíritu de españolismo que las anima; y esto me inspira confianza para someter a la consideración de ustedes una cuestión vitalísima para nuestra *España,* y es el nuevo nombre, o *apodo,* que *algunos* están usando ahora con nuestros pueblos hermanos, con las repúblicas hispano-americanas, que ahora quieren bautizar 'la América *Latina.*' ¿Y con qué razón? Con ninguna: porque América Latina significa un producto o derivado *latino;* y latino hoy día significa lo francés, italiano, español y portugués. Ahora bien, esos países son hijos legítimos de España, sin intervención de Francia ni de Italia: España, sola, derramó su sangre, perdió sus hijos e hijas, gastó sus

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caudales e inteligencia, empleó sus métodos propios (y a menudo vituperados, sin razón sea dicho), para conquistar, civilizar, y crear esos países: España, sola, los amamantó, los crió, los guió maternalmente, sin ayuda de Francia ni de Italia (más bien censurada por estas dos latinas), y los protegió contra otras naciones envidiosas: España, sola, los dotó con su idioma, sus leyes, usos y costumbres, vicios y virtudes: España transplantó a esos países su civilización propia, completa, sin ayuda alguna. Una vez criados, y habiendo llegado a su mayoría, esos países hispanos siguieron el ejemplo de los Estados Unidos, y se separaron de su Madre España, pero conservando naturalmente su idioma, sus leyes, usos y costumbres, como antes; imitando en esto también a los Estados Unidos que conservaron su idioma patrio inglés, su 'Common Law,' sus leyes, usos y costumbres ingleses, a pesar de la diversidad y gran número de inmigrantes que han estado admitiendo. Así vemos que después de haber sido colonias *españolas,* todo el mundo ha continuado llamando aquellos países por su propio apellido, que es: *español*; y hasta hace cinco años han sido conocidos como países *hispano-americanos, repúblicas hispano-americanas,* América española o hispana; 'Spanish America' han dicho siempre los yanquis; y cuando un hispano-americano de cualquier zona anda por los Estados Unidos todo el mundo, doctos e indoctos, grandes o chicos, los han llamado y llaman *Spanish;* jamás se les ocurre decir: *he or she is Latin.* Véanse los escritos e impresos de los Estados Unidos anteriores a 1910, y siempre se hallarán los apelativos *Spanish, Spanish American, Spanish America,* the *Spanish Republics:* y lo mismo en Francia, antes de 1910, en todos los periódicos y libros han impreso *les pays hispano-américains, les hispano-américains, l'Amérique espagnole.*

"Además de las 18 repúblicas españolas, tenemos el Brasil, creado por Portugal, en donde se habla portugués, y se rige por leyes, usos y costumbres portugueses. Pero hay que notar que ese país es también hispano, porque *Hispania,* como *Iberia,* comprendía, Portugal y España, y nada más. De suerte que el apelativo *hispano-americano* comprende todo lo que proviene de Portugal y de España. Y ahí va un ejemplo: los yanquis que tienen fama de inteligentes, lógicos, justicieros, fundaron en Nueva York una Sociedad para el estudio de la Historia Americana relacionada con España y Portugal, y escogieron por nombre *The Hispanic Society of America:* no

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eligieron el título *Latin Society of America,* porque hubiera sido un equivoco, una falsedad, un error craso, como lo es querer aplicar el apelativo *latino* a nuestras naciones hispánicas, hispanas o españolas (que no descienden ni de Francia ni de Italia). El poderío de Francia en América nunca tuvo lugar en los países hispanos; se ejerció solamente en terrenos que hoy pertenecen a los Estados Unidos o al Canadá: que trate de introducir el apelativo latino en esas regiones.

"Examinemos francamente la cuestión: hasta hace poco los países hispano-americanos eran el hazme reír de Europa: el teatro francés del siglo XIX está lleno de chascarrillos desagradables contra *les hispano-américains*: entonces encontraban natural llamarlos por su apellido verdadero: *español.* Pero últimamente se ha notado que esos países han crecido, se han enriquecido, han cobrado fuerzas, y prometen ser factores importantes en la historia futura; y en estas circunstancias ya *les duele* llamarlos españoles; y para evitar o borrar ese nombre apelan al adjetivo *latino.* Cada vez que se dice o se imprime *América Española,* o *hispano-americano,* o *Spanish American,* o *Spanish America,* etc., etc., se anuncia el nombre de España; y nótese que es un anuncio legítimo, justo, verdadero. Cada vez que se dice o se imprime *América Latina, Latin America,* etc., se deja de anunciar el nombre de España, y en cambio se anuncia el nombre *Latino,* que equivale a Francia, Italia, etc.; de modo que se anuncian dos nombres—*Francia* e *Italia*—ilegítima, errónea e injustamente, puesto que ni Francia, ni Italia han producido aquellas naciones; y al mismo tiempo se mata el anuncio *legítimo* de España.

"España es el país menos comercial de Europa, y siempre ha desconocido el valor y el método del anuncio: las naciones comerciales conocen su valor inmenso, y no lo desaprecian; y también saben cuánto importa opacar o matar el anuncio de sus competidores.

"Otro punto todavía: si quieren llamar latinas a las naciones españolas, latinas debieran llamar a las colonias de Francia y de Italia: Argelia, el Congo francés, Senegal, Madagascar, Tonkin, etc., debieran llamarse colonias *latinas*: a lo que Francia se opondría con justa razón. Y si llamamos latinas a estas naciones por su abolengo lingüístico, tendremos que llamar *teutónicos* a los Estados Unidos y al Canadá, por su origen lingüístico y por estar poblados por gente de raza teutónica. De suerte que tendremos dos Améri-

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cas la *latina* y la *teutónica.* Pero no; lo justo, lo lógico es la denominación universal hasta ahora: *América inglesa* y *América hispánica* (o hispana), y no hay más; porque las manchitas francesas, holandesas y dinamarquesas en el mapa de América son matemáticamente despreciables."

There is little that we can add to the above discussion. Latin means today French, Italian, Provençal, Rumanian, Sardinian, Spanish, Portuguese. But, as Mr. Cebrián very clearly points out, Spanish America is Spanish and Portuguese (Spanish, Hispanic), and not French, Italian, Rumanian, Sardinian. Spanish civilization is the civilizing element in Spanish America. Spain conquered, colonized, civilized the countries of South America. France, Italy, and Rumania had no part in this great task. Today these flourishing Hispanic countries are developing a civilization that has for its foundation the best of the blood and brain of old Spain. The elements of the Indian traditions have not given worthy fruits. The Spaniards brought Christianity to South America, civilized the Indians, founded cities, churches, schools, developed agriculture. Nearly fifty million people in Spanish America today speak Spanish, the language of old Spain. Some twenty million speak Portuguese. These are Hispanic peoples, or Spanish, since even the Portuguese scholar Almeida Garret believes that the term *Spanish* can very properly be used to include the Portuguese. As Mr. Cebrián admirably points out, we cannot call *English America, Teutonic America.* This would be, however, an exact equivalent of Latin America. There are more Germans, Swedes, Norwegians, Dutch, in the United States than there are French, Italians, and Rumanians in Spanish America. There would be more propriety, therefore, in calling the United States *Teutonic America* and the inhabitants of our country *Teutons,* or *Teuton Americans,* or *Germanic Americans,* than in calling our southern neighbors *Latin Americans* and their land *Latin America.* But we are not justified in either case. The United States represents a development of Anglo-Saxon civilization and speaks the English language, and the countries of South America represent a development of Spanish civilization and speak Spanish and Portuguese. There is no justification whatever, therefore, for the new term *Latin America,* and its derivatives. For historical reasons justice demands that the new terms be banished. If Spain deserves the credit of having civilized and devel-

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oped these southern countries, what shall we say of the powerful nations who wish to deprive her of this credit? Would it not be one of the crimes of history to call henceforth the English-speaking countries of North America, Canada, and the United States, *Teutonic* or *Germanic America*? Is it not, therefore, a historical crime to call the Spanish- and Portuguese-speaking countries of South America, *Latin America*? Give unto Caesar the things that are Caesar's.

Inspired by the excellent article of Mr. Cebrián, the distinguished Spanish philologian, Ramón Menéndez Pidal, whose article, *La Lengua Española*, was printed in the February number of HISPANIA, sent a letter to the daily Madrid newspaper, *El Sol*, protesting against the new and inadmissible terms. The letter of Menéndez Pidal was published in the newspaper above mentioned on the 4th of January of this year, and the English translation appeared in *Inter-America* in the April number of this year, as already noted. The letter of Menéndez Pidal, which contains for the most part the above arguments, convinced the editors of *El Sol*. As for the claim that Portugal and Brazil cannot be included in the term Spanish, Menéndez Pidal says: "If then for natives and foreigners the name *Spain* represents, in its broad sense, this ancient quadripartite unity (Galician, Portuguese, Catalonian, Castilian), which errors in thinking and policy have not succeeded in maintaining in its due cohesion, I see no obstacle to comprehending, under the name of *Spanish America*, by the side of the eighteen republics born in the territories colonized by Castile, the republic that sprang up in the land of Portuguese colonization." As for the linguistic arguments, Menéndez Pidal shows clearly that *Latin* means taken and derived from Latium. French, Spanish, Portuguese, Rumanian, Sardinian are derived from Latium, linguistically speaking. Spanish and Portuguese in America do not represent Latium. The new American nations did not inherit the Latin tongue as did France, Spain, Italy, etc. They inherited the Spanish languages, or the Hispanic languages, Spanish and Portuguese. Menéndez Pidal also shows that racially the term *Latin* is absolutely inadmissible when applied to Spanish America. It is even inadmissible as applied to Spaniards. Racially the people of Spain are Celts, Iberians, Latins, Goths, Basques, etc. The Spanish American inherits these racial elements

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and adds the Indian element, although negligible in some countries. He is therefore a *Spanish American.*

The letter of Menéndez Pidal was followed by another one from the academician Mariano de Cavia, published in *El Sol* January 5, where the writer agrees fully with the opinions expressed by Menéndez Pidal. From that date *El Sol* banished from its columns the term *Latin America.*

There are in Spanish America a few distinguished men, some of national and international repute, who are still wasting noble eloquence against the Spanish and things Hispanic. These sensitive hearts may be compared to the anti-British Yankees of whom we have fortunately very few at present in the United States. Every intelligent American (Yankee) and every intelligent Britisher considers the separation of the American colonies from England a family quarrel. This separation does not mean that the Americans are a different race, have another civilization, speak another language, etc. We claim that we have preserved the best fruits of Anglo-Saxon civilization, but that is all. The anti-English element never went so far as to attempt to banish the word English and say that the *Americans* were *Teutons.* In Spanish America the traditional hatred against the Spaniard still lives. Some have so completely lost their heads as to actually argue that the language of Spanish America is different from that of Spain. They emphasize the small differences. Differences in language exist everywhere, but minor differences do not constitute different languages. The language of all Spanish America, excluding Brazil, is *Spanish,* good *Castilian Spanish.* Dialects exist among the ignorant as they also exist in Spain. The culture of Spanish America is at bottom Spanish. The Spanish language, the Spanish laws, the Spanish schools, the Spanish universities, the Spanish religion (Catholicism), the Spanish customs, and institutions in every phase live today in Spanish America. There are new and more active developments, it is true, but it is and ever will be Spanish civilization, and not French, Italian, English, Aztec, Araucanian, etc. However great may be the desire of some *Spanish Americans,* therefore, to be *Latin Americans,* they are not, except in a very vague and general sense, which is entirely out of the question. If we go back far enough we might even combine all the Americas and call ourselves *Aryo-Americans!*

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In the letter of Mariano de Cavia above mentioned we find an interesting extract from the famous book *Ariel* of the distinguished Uruguayan writer José Enrique Rodó. Rodó is a Spanish American who is not swayed by the passions of prejudice and sees the truth. In the passage from Rodó we find also that he quotes the famous Portuguese writer Almeida Garret, who also believes that the Portuguese (and therefore the Brazilians) can very properly call themselves Spanish. The words of Rodó in *Ariel* follow:

"No necesitamos los suramericanos, cuando se trate de abonar esta unidad de raza, hablar de una *America latina*; no necesitamos llamarnos *latinoamericanos* para levantarnos a un nombre general que nos comprenda a todos, porque podemos llamarnos algo que signifique una unidad mucho más intima y concreta: podemos llamarnos *iberoamericanos*, nietos de la heroica y civilizadora raza que sólo politicamante se ha fragmentado en dos naciones europeas; y aún podríamos ir más allá y decir que el mismo nombre de *hispanoamericanos* conviene también a los nativos del Brasil; y yo lo confirmo con la autoridad de Almeida Garret; porque siendo el nombre de España, en su sentido original y propio, un nombre geográfico, un nombre de región, y no un nombre político o de nacionalidad, el Portugal de hoy tiene, en rigor, tan cumplido derecho a participar de ese nombre geográfico de España como las partes de la península que constituyen la actual nacionalidad española; por lo cual Almeida Garret, el poeta por excelencia del sentimiento nacional lusitano, afirmaba que los portugueses podían, sin menoscabo de su ser independiente, llamarse también, y con entera propiedad españoles."

I have presented this problem to the readers of HISPANIA in order to call their attention to the new, improper, unjust, unscientific term *Latin America*, and its derivatives. The articles and letters quoted give the essential arguments in favor of the preservation of the traditional and correct terms. It has been shown also that Spanish American and Portuguese men of letters of the fame and international renown of Rodó and Almeida Garret object to the new and false terms. Should not we, the members of the American Association of Teachers of Spanish, therefore, insist that the new and false terms which have come to be used quite generally since the year 1910 be banished from our vocabulary? Should we not as teachers and scholars insist on the truths of history and teach our students the proper phraseology? I, for one, will insist on it.

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As [illegible] a treatise [illegible] Spanish [illegible] one have a better [illegible]

But a few words are [illegible] speak Spanish [illegible] their point [illegible] we should use terminologies that are wholly false, and would suggest that we differentiate when necessary by using the term *Hispanic America* in the general sense, to include Brazil, and the term *Spanish America* either for the whole or for the Spanish speaking countries exclusively.

The Americans are great lovers of truth and justice. The use of the terms *Hispanic America* and *Spanish America* with the meanings above suggested has actually been adopted in our country in some instances. We have *The Hispanic Society of America*, which as Menéndez Pidal says is concerned with the study of Spanish and Portuguese and Catalonian institutions. Sanborn & Company have commenced to publish a formidable series of Spanish and Portuguese textbooks for use in our schools and colleges, under the general editorship of Professor Fitz-Gerald of the University of Illinois, very properly called *The Hispanic Series*. The Macmillan Company has begun to publish also an important series of Spanish textbooks, under the general editorship of Professor Luquiens of Yale University, and although devoted largely to the Spanish American viewpoint, it is properly called *The Macmillan Spanish Series*. And lately there has been founded a new historical review, two numbers of which have already appeared this year, devoted to the study of Spanish American history, including Brazil, and supported by the leading American historians in the field, and it is very properly called *The Hispanic American Historical Review*.

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THE *GAUCHO* POETRY OF ARGENTINA

The most picturesque figure in the social life of Argentina of about fifty years ago, and still the most interesting figure of her traditions, is that of the *gaucho,* the cowboy of the boundless pampas; and in the development of the country no one played a more important part. During the Colonial period it was the gauchos who opened up to civilization the vast plains of Argentina. During the War of Independence it was the gauchos, unsurpassed in horsemanship, self-reliant, brave to rashness, ready for attack at a moment's notice, who fought valiantly and effectively the Spanish armies in the cause of freedom. In the troubled times following national independence, in the long struggle between the centralists and federalists, they fought as valiantly in a less worthy cause in support of *caudillos,* the political leaders who were able to gain their respect by physical prowess, expert horsemanship and audacious courage. Later, as the government became more stable and as the industrial development of the cities and the agricultural development of the country put an end to revolutionary wars, the gaucho began to lose prestige as the dominant figure of the pampas. At first he stood out boldly and contemptuously against the ever-advancing forces of modern industry, against the *puebleros* who became financially interested in the agricultural possibilties of the fertile plains, against the incessant flow of immigration from the older countries; but such opposition to the new industrial and political forces was not of long duration. Because of his lawless and nomadic instincts, because of his unwillingness and inability to conform to the conventional life of present-day civilization, the gaucho, as a distinct type, could find no place in modern Argentina. Some few of them became landowners, the exception to the rule, as few of them were ever able to accumulate more money than was needed for a day's drinking and gambling in a *pulpería.* The sons of the gauchos of a generation ago are to be found in the army or among the rural mounted police or on the large *estancias.* It is only in the outlying districts not yet reached by railways and scientific farming that representatives of the gaucho type are still to be found, and it is only in the older

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books of travel, such as Darwin's "Voyage of a Naturalist," that we are likely to find extensive descriptions of his character and mode of life, his peculiar dress and weapons, the *chiripá, lazo, facón, bolas* or *boleadoras.* It is in history and in literature that the gaucho has his definitive place.

Even more picturesque than the cowboys of our Western States were those gauchos of the Argentine pampas, more picturesque, and at the same time, more distinct as a class, because of their peculiar origin and history. The first Spaniards to land on the shores of the Rio de la Plata or to cross the Andes from Perú and Chile, Andalusians for the most part, did not meet with the fierce opposition offered by the Araucanians in southern Chile; in the beginning at least, they did not arouse the antagonism of the aboriginal inhabitants of the plains and apparently did not hold the belief of the English settlers of North America, that the only good Indian is a dead one. Although there is considerable diversity of opinion among historians as to the extent to which they took Indian wives, it is certain that there was some intermingling of races; the gauchos were, at least in part, the descendants of the Andalusian pioneers and Indian women. Since the Andalusian had in him a strain of Arab blood, the gauchos inherited from three races characteristics that were further modified by the pastoral life of the pampas. From the Indian ancestors came the love for the free life of the plains, their hatred of restraint, of law and order, their patient acceptance of hardship and physical pain; from the Arabs came their love of the noble companion of their nomadic life and their superb horsemanship, in which they rivaled, if they did not surpass, our own western cowboys. From the Andalusians they inherited their intensity of feeling, their religious superstition, and more particularly, the characteristic that brings us to the main purpose of this study, their fondness for poetry and music.

The Andalusians took with them to the new world the tradition of songs sung to the music of the guitar, and in the course of time there developed the profession of the *payador,* a rustic troubadour, whose business it was to entertain the gauchos in their hours of recreation. The classic description of this *payador* is to be found in Sarmiento's masterpiece, *"Facundo,"* written about the middle of the last century, when the gaucho was still an important

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factor in the social and political life of Argentina. Describing the *payador,* he wrote: "El gaucho cantor es el mismo bardo, el vate, el trovador de la Edad Media, que se mueve en la misma escena, entre las luchas de las ciudades y del feudalismo de los campos, entre la vida que se va y la vida que se acerca. El cantor anda de pago en pago, 'de tapera en galpón,' cantando sus héroes de la pampa perseguidos por la justicia, los llantos de la viuda a quien los indios robaron sus hijos en un malón reciente, la derrota y la muerte del valiente Rauch, la catástrofe de Facundo Quiroga y la suerte que cupo a Santos Pérez. . . . El cantor no tiene residencia fija; su morada está donde la noche lo sorprende; su fortuna en sus versos y en su voz. Dondequiera que el *cielito* enreda sus parejas sin taza, dondequiera que se apure una copa de vino, el cantor tiene su lugar preferente, su parte escogida en el festín. El gaucho argentino no bebe, si la música y los versos no le excitan, y cada pulpería tiene su guitarra para poner en manos del cantor, a quien el grupo de caballos estacionados en la puerta anuncia a lo lejos donde se necesita el concurso de gaya ciencia. . . . La poesía original del cantor es pesada, monótona, irregular cuando se abandona a la inspiración del momento. Más narrativa que sentimental, llena de imágenes tomadas de la vida campestre, del caballo y las escenas del desierto, que la hacen metafórica y pomposa. Cuando refiere sus proezas o las de algún afamado malévolo, parécese al improvisador napolitano desarreglado, prosaico de ordinario, elevándose a la altura poética por momentos, para caer de nuevo al recitado insípido y casi sin versificación." No festive gathering was complete without a *payador* and his new repertoire of songs; and if two *payadores* happened to be present, there then took place a poetic contest according to set rules, a *payada,* remarkably similar to the *tenso* and *jocs partitz* of the Provençal troubadours of long ago.

The *payador* lives no longer except in tradition, an interesting type that has passed away along with the social class to which he belonged. As in the case of our own cowboys who were forced ever westward until they have become non-existent as a social class, the gauchos were forced to retreat before the advancing forces of modern civilization, to give place to the more prosaic landowners and farmers. About twenty years ago Rubén Darío lamented in beautiful verses his disappearance from the pampa:—

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De pronto se oye el eco del grito de la pampa,
brilla como una puesta del argentino sol,
y un espectral jinete, como una sombra, cruza,
sobre su espalda, un poncho; sobre su faz, dolor.
—¿Quién eres, solitario viajero de la noche?
—¡Yo soy el postrer gaucho que parte para siempre,
de nuestra vieja patria llevando el corazón! (Prosas profanas)

The only gauchos the traveler is likely to see today in Argentina are those of the theater or vaudeville stage, or those of a fancy-dress carnival. Sixteen years ago, Ernesto Quesada (El Criollismo en la Literatura Argentina) wrote of the gaucho: "Hoy los empresarios representan escenas de la vida gaucha en los circos populares, y hacen cantar en los teatros a payadores, más o menos de pega; mañana, dentro de un cuarto de siglo quizá, se irá a los museos etnográficos a contemplar gauchos de cera, revestidos con su chiripá, su bota de potro, su calzoncillo cribao y de largo fleco, su chambergo de barbijo, su poncho pampa, su tirador bien plateao y su facón tradicional."

The poetry of the gauchos, the productions of illiterate *payadores* and therefore entirely popular, would have disappeared with them, were it not for certain Argentine poets of high literary ability, who made for it a permanent place in literature. These poets, instead of collecting and publishing the original poems, the *vidalitas, cielitos, tristes, payadas,* etc., as literary men have sometimes done with the popular poetry of other countries, sought inspiration and material for their own poetic compositions in the life and poetry of the gauchos and produced a body of literature that holds an important place in the literary history of Spanish America. That these poems of *gaucho* inspiration are well worthy of our attention is proved by the high esteem in which they are held by eminent critics of Spain as well as Spanish-America. To mention only the most eminent, Menéndez y Pelayo (Historia de la poesía hispano-americana, Vol. II, p. 469) speaks of the early gaucho poetry as "el germen de esa peculiar poesía gauchesca que . . . ha producido las obras más originales de la literatura sudamericana." The great poet Núñez de Arce expressed the opinion to Ernesto Quesada (quoted by the latter in his "Criollismo en la Literatura Argentina") that "lo más interesante en toda la literatura americana eran las producciones gauchescas, por su originalidad, su sabor del terruño, el singular vigor de las ideas madres, y lo pintoresco de la forma, a

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la vez que lo atrevido y hermoso de sus locuciones, giros y comparaciones."

Of the gaucho literature extending over something more than a century, only one representative of each phase of its development will be mentioned:—Maziel (1727-1788), who first turned to literary uses the life and poetry of the gauchos and established the conventional beginning, "Aquí me pongo a cantar"; Hidalgo (1793-1864), who made popular the gaucho heroes of the War of Independence; Ascazubi (1807-1875), who dealt with the gauchos of the civil wars; Del Campo (1834-1884), who put into his poem "Fausto" the impressions made upon an illiterate cowboy of the pampas by a masterpiece of music and literature; Hernández (1834-1886), who produced in his masterpiece, "Martín Fierro," the most genuinely popular gaucho poem, in which a vanishing type is given its definitive expression in literature; and finally, Obligado (born in 1851), the modern poet, who, turning away from the industrial and commercial life of today, finds inspiration in the gaucho traditions of the past. In the poetry of these representative writers the logical evolution of the "poesía gauchesca" can best be studied. Only the masterpieces of four of them, Hidalgo, Del Campo, Hernández and Obligado, will now receive detailed treatment.

Bartolomé Hidalgo, although born in Uruguay, belongs to Argentine literature for the reason that it was in Buenos Aires that he gained his literary reputation during the second and third decades of the nineteenth century. His method was one that has appealed to many dialectal writers, namely to introduce two or more rustics and have them discuss in their own vernacular political or other events of the day. The best known of his versified dialogues bears a long title that explains clearly the nature of its contents: "Relación que hace Ramón Contreras a Jacinto Chano, de todo lo que vió en las fiestas mayas en Buenos Aires en el año 1822." Returning from the festivities in the capital on the anniversary of the Declaration of Independence, the gaucho Contreras meets his friend Chano and expresses surprise that the latter was not there too. Chano explains regretfully that a knife-wound received in an argument with a horse-dealer had prevented his going; he then urges his friend to tell him all about the festivities. This Contreras does in assonantal octosyllabic verses, with many picturesque turns of

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expression and humorous observations, that prove Hidalgo's familiarity with the gaucho and his way of thinking although he was not a gaucho himself. The above-mentioned dialogue and others of more marked moralizing tendencies gained a wide popularity among the illiterate as well as with the reading public. Ernesto Quesada tells us in his "Criollismo en la Literatura Argentina" that he once heard from the lips of an illiterate plainsman the versified moralizings that Hidalgo had put into the mouth of Chano seventy years before, verses that were evidently handed down from generation to generation by oral tradition.

In passing it may be noted that Hidalgo's dialogues and the greater part of other gaucho poetry were composed in the gaucho dialect, a fact that makes them rather difficult reading for one not acquainted with its linguistic peculiarities. The greatest difficulty is due to the large number of words of Indian origin or words created to meet the needs of new conditions of life; for these some such dictionary as Ciro Bayo's "Vocabulario Criollo-español Sud-americano" is indispensable. Other words will be recognized by the student of sixteenth century Spanish, words still current in Argentina although in Spain they have undergone great change in meaning or have become obsolete. With regard to many peculiarities of spelling and pronunciation we should keep in mind that the gauchos were the descendants of the Andalusians, many of whose peculiarities of speech were retained and accentuated during the three centuries of oral tradition. Such words as *'lao'* for *'lado'*, *'juyeron'* for *'huyeron'*, *'jué'* for *'fué'*, *'güelta'* for *'vuelta'*, *'güeno'* for *'bueno'*, *'pa'* for *'para'*, *'naides'* for *'nadie'*, should not cause much difficulty.

The masterpiece of Del Campo, "Fausto," a title one would hardly expect to find in cowboy literature, is a poem of about fifteen hundred lines, in which the author's purpose is to give the impressions produced upon an illiterate gaucho by the grand opera of the same name. A gaucho, Anastasio el Pollo, returning from Buenos Aires, meets a friend in a lonely part of the beloved pampa. They dismount for a chat and refreshments, and in the course of conversation the friend happens to mention the devil; this recalls to el Pollo what had impressed him most deeply in his visit to Buenos Aires. He interrupts his friend, exclaiming

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"—¡Callesé,
amigo! ¿No sabe usté
que la otra noche lo he visto
al Demonio?
—¡Jesucristo! . . .
—Hace bien, santigüesé.
—¡Pues no me he de santiguar!
Con esas cosas no juego;
pero no importa, le ruego
que me dentre a relatar,
el cómo llegó a topar
con el malo. ¡Virgen Santa!
sólo el pensarlo me espanta . . .
—Güeno, le voy a contar,
pero antes voy a buscar
con que mojar la garganta."

Then in his own way and in his own gaucho language, frankly, ingenuously, with many digressions and interruptions, he gives his friend the story of the opera, with a running commentary expressed in terms of his gaucho experience. A résumé would be of little value, since the merit of the poem lies mainly in the picturesque details, the brief but effective descriptions of the natural phenomena of the pampas, the skilful touches of local color. The delicacy of feeling shown in the treatment of Marguerite would seem exaggerated in a gaucho. Speaking of her repentance at the church near the end of the opera, he says:

"Creo que estaban alzando
en una misa cantada,
cuando aquella desgraciada
llegó a la puerta llorando.

Allí la pobre cayó
de rodillas sobre el suelo,
alzó los ojos al cielo,
y cuatro credos rezó.

Nunca he sentido más pena
que al mirar a esa mujer,
amigo, aquello era ver
a la mesma Madalena.

De aquella rubia rosada,
ni rastro habia quedao
era un clavel marchitao,
una rosa deshojada.

Su frente, que antes brilló
tranquila, como la luna,
era un cristal, don Laguna,
que la desgracia enturbió.

Ya de sus ojos hundidos
las lágrimas se secaban,
y entre-temblando rezaban
sus labios deocoloridos.

Pero el Diablo la uña afila,
cuando está desocupao,
y allí estaba el condenao
a una vara de la pila.

La rubia quiso dentrar,
pero el Diablo la atajó,
y tales cosas le habló
que la obligó a disparar."

As an example of the effect of nature upon the poetic temperament of the gaucho, his description of the stage-setting for the repentance of Marguerite may be cited:

"El sol ya se iba poniendo,
la claridá se anyentaba,
y la noche se acercaba
su negro poncho tendiendo.

Ya las estrellas brillantes
una por una salian,
y los montes parecian
batallones de gigantes.

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Ya las ovejas balaban
en el corral prisioneras,
y ya las aves caseras
sobre el alero ganaban.

El toque de la oración
triste los aire rompia,
y entre sombras se movia
el crespo sauce llorón.

Ya sobre el agua estancada
de silenciosa laguna,
al asomarse la luna,
se miraba retratada.

Y haciendo un extraño ruido
en las hojas tropezaban
los pájaros que volaban
a guarecerse en su nido.

Ya del sereno brillando
la hoja de la higuera estaba,
y la lechuza pasaba
de trecho en trecho chillando.

La pobre rubia, sin duda,
en llanto se deshacia,
y rezando a Dios pedia
que le emprestase su ayuda."

The reputation gained by Del Campo by his artistic treatment of the gaucho was surpassed only by that of José Hernández, the author of the undoubted masterpiece of gaucho literature, "Martín Fierro," published in 1872. The purpose of the poem is thus expressed by the author himself: "Me he esforzado, sin presumir haberlo conseguido, en presentar un tipo que personificara el carácter de nuestros gauchos, concentrando el modo de ser, de sentir, de pensar y de expresarse que les es peculiar; dotándolo con todos los juegos de su imaginación llena de imágenes y de colorido, con todos los arranques de su altivez, inmoderados hasta el crimen, y todos los impulsos y arrebatos, hijos de una naturaleza que la educación no ha pulido y suavizado . . . Y he deseado todo esto, empeñándome en imitar ese estilo abundante en metáforas, que el gaucho usa sin conocer y sin valorar, y su empleo constante de comparaciones tan extrañas como frecuentes; en copiar sus reflexiones con el sello de la originalidad que las distingue y el tinto sombrio de que jamás carecen, revelándose en ellas esa especie de filosofía propia, que sin estudiar, aprende en la misma Naturaleza; en respetar la superstición y sus preocupaciones, nacidas y fomentadas por su misma ignorancia; en dibujar el orden de sus impresiones, y de sus afectos, que él encubre y disimula estudiosamente; sus desencantos, producidos por su misma condición social, y esa indolencia que le es habitual, hasta llegar a constituir una de las condiciones de su espíritu; en relatar, en fin, lo más fielmente que me fuera posible, con todas sus especialidades propias, ese tipo original de nuestras Pampas, tan poco conocido por lo mismo que es difícil estudiarlo, tan erróneamente juzgado muchas veces, y que al paso que avanzan las conquistas de la civilización, va perdiéndose

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casi por completo." Eminently successful in carrying out this purpose, Hernández gained for his poem a popularity that has endured, not only among the educated readers, but also among the rural population of the whole of Argentina; indeed, no other poem in Argentine literature can rival it in popularity with all kinds of people. Its popularity with the educated is proof that it has excellent literary qualities; its popularity with the illiterate plainsmen is proof that, along with the vernacular of the gaucho, he put into his poem the very spirit of the gaucho type.

Martín Fierro, the hero of the poem, tells in person the story of the unjust treatment that has changed him from a peaceful gaucho into a "gaucho malo y matrero," an outlaw, defying the laws that have not protected him from oppression. Thus he begins:

"Aquí me pongo a cantar
Al compás de la vigüela,
Que el hombre que lo desvela
Una pena extraordinaria,
Como la ave solitaria
Con el cantar se consuela.
Pido a los santos del Cielo
Que ayudan mi pensamiento,
Les pido en este momento,
Que voy a cantar mi historia,
Me refresquen la memoria,
Y aclaren mi entendimiento."

For him the art of the *payador* is natural and spontaneous:

"Cantando me he de morir,
Cantando me han de enterrar,
Y cantando he de llegar—
Al pie del Eterno Padre—
Dende el vientre de mi madre
Vine a este mundo a cantar.
Yo no soy cantor letrao,
Mas si me pongo a cantar
No tengo cuando acabar
Y me envejezco cantando;
Las coplas me van brotando
Como agua de manantial."

He prides himself on being a gaucho, and is determined to live completely the independent outlaw life to which injustice and love of freedom have brought him:

"Soy gaucho, y entiendanló
Como mi lengua lo explica,
Para mí la tierra es chica
Y pudiera ser mayor,
Ni la víbora me pica
Ni quema mi frente el sol.
Mi gloria es vivir tan libre
Como el pájaro en el cielo,
No hago nido en este suelo
Ande hay tanto que sufrir;
Y naides me ha de seguir
Cuando yo remonto el vuelo.

Nací como nace el peje
En el fondo de la mar,
Naides me puede quitar
Aquello que Dios me dió,
Lo que al mundo truje yo
Del mundo lo he de llevar.
Yo no tengo en el amor
Quien me venga con querelias,
Como esas aves tan bellas
Que saltan de rama en rama—
Yo hago en el trébol mi cama,
Y me cubren las estrellas.

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Y sepan cuantos escuchan
De mis penas el relato,
Que nunca peleo ni mato
Sino por necesidá;
Y que a tanta alversidá
Solo me arrojó el mal trato.
Y atiendan la relacion
Que hace un gaucho perseguido,
Que fué buen padre y marido,
Empeñoso y diligente,
Y sin embargo la gente
Lo tiene por un bandido."

With keen emotion he remembers the life of former days when he lived happily with wife and children, and describes with picturesque details a typical day on his ranch. Suddenly this idyllic life came to an end. The Indians were making trouble on the frontier; he and many others like him were impressed into military service, and although they were promised good treatment and permission to return home in six months, all that they received was harsh treatment and plenty of opportunity to fight Indians, not to speak of compulsory labor in the fields. After enduring this for three years, "sin que le larguen ni un rial," he deserted and made his way back to his ranch. But what a homecoming was his! He finds the ranch deserted, the house in ruins, the only sign of life being a mewing cat.

"No hallé ni rastro del rancho.
¡Sólo estaba la tapera!
Por Christo si aquello era
Para enlutar el corazón:
Yo juré en esa ocasión
Ser más malo que una fiera.
¡Quién no sentirá lo mesmo
Cuando ansí padece tanto!
Puedo asigurar que el llanto
Como una mujer largué.
¡Ay! mi Dios si me quedé
Más triste que Jueves Santo!"

Unable to pay the rent and taxes, his wife and children have been driven out and forced to shift for themselves. The thought of their defenceless condition and the great injustice that has been done to him by the authorities makes him desperate; but instead of succumbing to oppression, he decides to meet force with force:

"Yo he sido manso primero,
Y seré gaucho matrero
En mi triste circunstancia,
Aunque es mi mal tan projundo.
Nací y me he criado en estancia,
Pero ya conozco el mundo.
Aunque muchos creen que el gaucho
Tiene un alma de reyuno,
No se encontrará ninguno
Que no lo dueblen las penas;
Más no debe aflojar uno
Mientras hay sangre en las venas."

Living the life of a *gaucho malo*, outwitting or killing those who attempt to capture him or arouse his anger, he glories in his cunning and physical prowess. At times, however, this continual struggle for existence produces in him a longing for a more peaceful life.

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"Y en esa hora de la tarde
En que tuito se adormece,
Que el mundo dentrar parece
A vivir en pura calma,
Con las tristezas de su alma
Al pajonal enderiese.
Bala el tierno corderito
Al lado de la blanca oveja,
Y a la vaca que se aleja
Llama el ternero amarrao;
Pero el gaucho desgraciao
No tiene a quien dar su queja."

Finally, wearying of the incessant effort to escape capture, he and another *gaucho malo*, Cruz by name, decide to cross the frontier and live with the Indians. Reaching the end of his story, Martín Fierro breaks his guitar on the ground so that it may not fall into unworthy hands, and leaves to the author the completion of the poem. This is done in the following six stanzas:

"Y yo daré fin a mis coplas
Con aire de relación,
Nunca falta un preguntón
Más curioso que mujer,
Y tal vez quiera saber
Cómo jué la conclusión:

Cruz y Fierro de una estancia
Una tropilla se arrearon,
Por delante se la echaron
Como crioyos entendidos,
Y pronto sin ser sentidos
Por la frontera cruzaron.

Y cuando la habian pasao,
Una madrugada clara,
Le dijo Cruz que mirara
Las últimas poblaciones;
Y a Fierro dos lagrimones
Le rodaron por la cara.

Y siguiendo el fiel del rumbo
Se entraron en el desierto,
No sé si los habrán muerto
En alguna correria,
Pero espero que algún dia
Sabré de ellos algo cierto.

Y ya con estas noticias
Mi relación acabé,
Por ser ciertas les conté
Todas las desgracias dichas;
Es un telar de desdichas
Cada gaucho que usté ve.

Pero ponga su esperanza,
En el Dios que lo formó,
Y aqui me despido yo
Que he relatao a mi modo
Males que conocen todos
Pero que naides cantó."

Just as in the case of Cervantes who put in the way of others the temptation to write a sequel to his story by not killing off his hero at the end of Book I, so Hernández, by taking leave of his hero at the frontier with the hope that some day he might return, encouraged the production of many would-be sequels and imitations, in which the criminal tendencies of the *gaucho malo* become more and more glorified. The result was the production of a great number of novels and plays in which the gaucho degenerated into a conventional criminal type, the hero of novels and plays of the most sanguinary and melodramatic kind. One author, the most popular of many, Eduardo Gutiérrez, glorified the gaucho

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outlaw in a long series of novels, in comparison with which the "dime novel" and the "penny dreadful" become "goody-goody" stories. These novels and similar *gauchi-criollo* plays exerted a very bad influence from a sociological as well as literary point of view, and Hernández, considering himself responsible to some extent, attempted to counteract the bad influence of his sympathetic treatment of the *gaucho malo,* by producing the sequel, "La Vuelta de Martín Fierro," in which the outlaw, now peaceful and law-abiding, returns to take his place in the new life of the *campo.* The appeal of this sequel, superior in some ways to the first poem, is to a much more restricted class of readers, and is far from rivaling it in popularity. The limitations of space make impossible any further discussion of it in this article.

When Hernández published his Martín Fierro in 1872, the gaucho as a social type was already beginning to disappear; it came, therefore, at the right psychological moment, just at the close of one epoch in the life of the Argentine pampas and just before the new customs had driven out the old. It served therefore to crystallize, as it were, the gaucho type and to give it a final, permanent form in Argentine literature.

The final phase of the literary treatment of the gaucho has been given us by a living Argentine poet, Rafael Obligado, who makes the passing of the gaucho and particularly the *payador* symbolical of the changing conditions of life on the pampas. His poem, "Santos Vega," suggested by the popular song,

"Santos Vega el payador,
Aquél de la larga fama,
Murió cantando su amor
Como el pájaro en la rama"

gives in verse the tradition of the famous *payador,* who was challenged to a *payada* and badly worsted by a stranger, Juan Sin Ropa, in reality the devil in disguise.

"Juan Sin Ropa (se llamaba
Juan Sin Ropa el forastero)
Comenzó por un ligero
Dulce acorde que encantaba,
Y con voz que modulaba
Blandamente los sonidos,
Cantó 'tristes' nunca oídos,
Cantó 'cielos' no escuchados,
Que llevaban, derramados,
La embriaguez a los sentidos.

Santos Vega oyó suspenso
Al cantor; y toda inquieta,
Sintió su alma de poeta
Con un aleteo inmenso.
Luego, en un preludio intenso,
Hirió las cuerdas sonoras,
Y cantó de las auroras
Y las tardes pampeanas,
Endechas americanas
Más dulces que aquellas horas."

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The rival *payador,* "la ciencia en persona," then puts forth a still greater effort:

"Era el grito poderoso
Del progreso, dado al viento;
El solemne llamamiento
Al combate más glorioso.
Era, en medio del reposo
De la Pampa ayer dormida,
La visión ennoblecida
Del trabajo, antes no honrado;
La promesa del arado
Que abre cauces a la vida.

Como en mágico espejismo,
Al compás de ese concierto,
Mil ciudades el desierto
Levantaba de sí mismo.
Y a la par que en el abismo
Una edad se desmorona,
Al conjuro, en la ancha zona
Derramábase la Europa,
Que sin duda Juan Sin Ropa
Era la ciencia en persona."

Santos Vega admits defeat and gives way, broken-hearted, to his rival.

—"Adiós, luz del alma mía,
Adiós, flor de mis llanuras,
Manantial de las dulzuras
Que mi espíritu bebía;
Adiós, mi única alegría,
Dulce afán de mi existir;
Santos Vega se va a hundir
En lo inmenso de esos llanos . . .
¡Lo han vencido: ¡Llegó, hermanos,
El momento de morir!"

Ni aun cenizas en el suelo
De Santos Vega quedaron,
Y los años dispersaron
Los testigos de aquel duelo;
Pero un viejo y noble abuelo,
Así el cuento terminó:
—"Y si cantando murió
Aquel que vivió cantando,
Fué, decía suspirando,
Porque el diablo lo venció."

In this contest in which the traditional *payador* suffers defeat, is symbolized the victory of the new over the old, the triumph of modern industrialism over the simple country life of a former generation.

Obligado's poem, marked by fine literary taste and excellent workmanship, surpasses that of Hernández if judged from a purely artistic point of view, but it will find appreciation only with the educated; it lacks the broad, popular appeal of "Martín Fierro," the masterpiece of gaucho literature, in which the colors were laid on with sure, vigorous strokes, and in which the gaucho type received its permanent literary form.

GEORGE W. UMPHREY

UNIVERSITY OF WASHINGTON

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GUÍA ESPIRITUAL DE ESPAÑA

II. Avila de los Caballeros

Recede in te ipse quantum potes.

Séneca. *Ad Lucilium epistulae morales, xii.*

Noble tierra de santos, grave y austera, vamos a ti para buscar en las ruinas tu glorioso pasado; pero apenas traspuestas tus serranías, creemos hallarlo en el deslumbre de tu cielo sin mancha y en esa inmensa energía que vibra en tus solitarios campos, la energía del silencio. Pasados los tiempos heroicos, esas murallas tuyas nos parecen hoy una gracia concedida de lo alto para santificar tu vida de generosidad y renunciamiento.

La llamaron Avila del Rey porque supo tomar bajo su guarda los derechos del príncipe haciéndolos acatar a las banderías; Avila de los Caballeros por lo cumplidos que en lances de honor y guerra fueron los suyos; la Ciudad de los Santos por haber dado la fe en estas tierras de pan llevar las más encendidas amapolas.

Vayamos a Avila por el camino de Béjar, que es el mas viejo, y lleguemos cuando el sol la alumbra de arriba.

Andado el valle, salvadas las pedrizas de Gorria, aparecen los llanos ondulados, ocres, rojizos, temblando en las lindes, porque en Castilla las líneas tiemblan mostrando la fiebre de la tierra; más lejos, redondas rocas, grises, negras, violáceas, esparcidas por el llano o amontonadas como si fuerzas sobrenaturales, en un juego titánico, acabaran de rodarlas desde los escarpes de la sierra. Entre ellas, subida a un alcor, está Avila, serena, intacta, encantada visión de los siglos medios; pero cerrados los ojos al horizonte, harta de contemplar los campos alindes donde parece yacer los restos de una civilización acabada de destruir. Un milagro ha dejado la acropólis con su vida cabal enmedio de aquel desierto.

El paisaje es desolado: del mediodía, limitando el valle, las oscuras estribaciones del Guadarrama; sobre ellas asoman los azules cresteros afilados de Gredos, punzando los ojos, metiendo en el alma el frío glacial de sus nieves; hacia poniente se hinchan fecundos unos altozanos verdes con árboles destacándose ingenuamente en la línea del horizonte. Son pinos albares. Componen ese paisaje que hemos visto tantas veces a través de una ventanica, en los cuadros

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de los pintores primitivos, alegrando la sala llena de paz donde una vírgen, suspendida su labor de costura, recibe ruborosa, con los ojos bajos, la dulce anunciación. Después la llanura sin fin, quebrada en su monotonia por el Adaja, riachuelo cuyas escasas aguas bajan saltando entre los cantos del cauce.

A estas tierras se ha venido a vivir la ciudad del Rey que, recogiéndose en sí misma, se buscó en su propio espíritu todas las fuerzas para alcanzar en la historia unas claras páginas inolvidables. A veces disentimos de este pensar, considerando su fuerza sólo como el fruto ciego de una sumisión fatal. Nos ocurre esto cuando sentimos el paisaje castellano con mayor intensidad, en los días muy crudos del invierno o en los abrasados del agosto; entonces creemos ver, bajo su aparente quietud, una vehemencia que se trasmite con imperio a las almas, poseyéndolas. En su estraña soledad, se levanta imperativa una idea que nos interroga forzándonos a seguirla, muchas veces a nuestro pesar. Este paisaje, tan árido, lleva en sí una fuerza misteriosa que hace accionar a los hombres o resignarse con todo el espíritu. Ya nuestra literatura, tan nutrida del alma del pueblo, canta—desde antiguo. "Esta es Castiella que face sus homes e los gasta." Esa es la tierra; de ella dimanan esas fuerzas calenturientas, desbordadas, extrañas a este mundo. Avila había de ser hija de ella. Ninguna parte de España podrá esplicar mejor el modo de ser de sus hombres, tan intensos en el sentir como moderados en la expresión, resignados en el sufrimiento y parcos en la alegria; esos hombres de aspecto severo saben, creándose aquellas moradas interiores de que hablada la santa, vivir y morir. Son los nuevos estoicos. Así lo hicieron guerreros, y soldados del ejército del Señor; y si a veces se confunden, apareciendo todos unos, debido es al barro castellano de que fueron amasados.

El camino de Béjar muere en la hondonada del Sur, extramuros, donde se levanta fina como un mástil, la aguda torre de Santiago rigiendo la sórdida barriada donde vivieron los menestrales moriscos y judios; es un hervidero de gentes, de casas amontonadas que aun conserva su vieja vida con muchos oficios ya olvidados en el mundo. Ni la juderia toledana, ni el Azoguejo de Segovia, ni las Alpujarras de Elche tienen hoy más caracter que esta barriada pobre de Santiago cuyos moradores aun guardan algunos rasgos, en el cuerpo y en el alma, de aquellos sus padres venidos del oriente. Estos arrabales viven como postrados ante la ciudad señera; las callejuelas,

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humildes, se entrecruzan, se ensanchan, se repliegan, huyendo siempre de los accidentes de la tierra, y reposan cuando salen a la plaza, espaciosa, llana, quieta, plena de luz solar. Allí, bajo la sombra azul del negrillo que se alza frente a la iglesia, charlan de su vida los ancianos cuyas fuerzas se fueron derramando por bancales o maestranzas. En el silencio sólo se oye el tin-tan del martillo de la herrería mezclado con el choclar de un telar de madera que sigue urdiendo talmas y frazadas. Pasa una moza, erguida, con su cántaro de barro a la cabeza. Canta un gallo. Estos lugares, estas horas de sol, evocan el Oriente, los parajes de la Escritura. . . .

De la torre de Santiago caen tres campanadas que ruedan por el hondón, metiéndose en la nave de la iglesia a turbar su abandono, porque una triste soledad se ha venido a vivir a este templo que en otras edades debió de estar en boga. En él mora, con sus cenizas, el recuerdo del Macías abulense. Es singular: entre la complicada historia de estas ciudades castellanas, comprometidas en interminables luchas, luce siempre la bella flor romántica de una leyenda de amores. En Avila es el caballero Nalvillos enloquecido por las gracias de la mora Ayesha, hija del último rey de Toledo. La pasión del castellano o el lustre de su linaje, ablandaron el corazón de la princesa y llegó a ser su esposa para traicionarle después. El coraje del enamorado solo encontró calma cuando venció al burlador arrancándole la risueña ciudad de Talavera de la Reina en cuyo recinto encontró el cadáver de la infeliz esposa. De entonces, nuestro caballero vivió sólo para luchar contra los de una raza de donde le vino la muerte de sus ilusiones. Aquí descansa ahora, en este cristiano silencio de Santiago.

Al salir de las frescas penumbras del templo, nos hiere el radiante azul, en el que dentellean las almenas de la muralla subida en la loma, abrazando la ciudad para guardarla intacta de todos los males.

Avila parece muda; la vida también ha huído de sus labios; no tiene alegría y no es triste: es serenidad cuanto se advierte en ella. Tiene la fuerza y la dulzura a la vez de esos hombres viejos que, habiendo ahondado en todos los saberes, no encontrando en ninguno el reposo, se refugian en la fe, lo único que puede esplicar las ansias de estos espíritus abrasados de la meseta que en todo el mundo no hallaron calma para sus inquietudes. El color de la ciudad es ahora

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el gris, ensombrecido por los siglos; vive este burgo como en la edad media, encerrado dentro de sus murallas flanqueadas por ochenta y seis torres, y no siente el deseo de salir al mundo a buscar nueva vida; no la quiere. Es este sentimiento suyo fruto de una práctica filosofía brotada en el corazón castellano después de una edad heroica. Avila, en el trascurso de los siglos, ha gustado todos los honores: a la fe dió santos, a la historia los más preclaros reyes, a las letras nombres inolvidables; y ni siente orgullo de entonces ni pesar por su humildad de hoy. Sólo vive quieta en el lugar donde naciera. Si su alma busca espansión, al tropezar con las defensas, eleva sus ojos a lo alto. . . .

Cuando nos adentramos por una de las puertas de la ciudad nos sentimos encerrados, el corazón parece que va a saltar de angustia; pero después de permanecer en ella algún tiempo, al tornar a la vida y vernos de nuevo perseguidos de mil inquietudes, deseos, ideales que nunca lograremos, tornamos los ojos a la ciudad santa para envidiar a aquellos castellanos roblizos de las holgadas capas largas, como tallas bizantinas, lentos, serenos, recogidos, con unos ojos febriles que miran hacia dentro, donde han buscado todo cuanto se pueda ver afuera. Tendrán como nosotros sus dolores, amarán, odiarán, saborearán sus alegrías; pero en todos sus sentimientos se advierte la mesura, poseen el secreto de conocer hasta donde suelen llegar las cosas de la tierra y, en el infortunio como en la prosperidad, se mantienen siempre ecuánimes. ¡Oh estos hombres de la vieja Castilla, qué caudal tienen en su filosofía para irlo gastando, según lo vayan pidiendo las necesidades, en esta vida amarga! Forjados entre la lucha y la fe, cada uno tiene de guerrero y de santo. Tal aparente contradicción nos mantiene ante ellos perplejos, abismados, pero lentamente les va iluminando una bondad de pocas palabras, sincera, que nos hace admirarlos con profundo respeto.

Las casas solariegas de la ciudad tienen esa misma grandeza disimulada, pero sin llegar a la apariencia humilde. Son castillos, mas al propio tiempo muestran no sé que aspecto inconfundible de bondadosa nobleza. Su estilo es severo, pero no al límite de las toledanas, pues en la severidad asoma una concesión a la gracia. Seguras de su fuerza, por lo claro de su intención, abren hospitalarias las puertas de par en par no perdiendo nunca su grave continente. Es el mismo fenómeno de la catedral: las filigranas de la burgalesa son en ella macizos, los rosetones de encaje de la leonesa aspille-

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ras, los flameros de la segoviana atalayas, el ábside bastión. En sus adarves, el Obispo Don Sancho, defiende contra las banderías al menor Alfonso XI; en la sala del cardenal se ampara la Liga Santa, espejo de civismo, para detener las demasías del César. Bajo esas naves graníticas se ha rogado a Dios y se ha conspirado contra el despotismo real. Togados del Cabildo alentaron las nobles empresas del caballero Don Diego de Bracamonte que fué a dar en el cadalso, muriendo degollado por el amor a su tierra. Toda esta gente piadosa y heroica duerme hoy en el silencio de este templo; las lozas, en inscripciones lacónicas, dicen nombres que llenan páginas de la historia de España.

En uno de los sepulcros, cuya guardia hace un gracioso pajecico, descansa Don Sancho Dávila que halló muerte gloriosa ante la gentil fortaleza de Alhama, no sin haberla arrancado a la corona del infiel. Desde aquella jornada memorable se canta en el pueblo:

"Paseábase el rey moro—por la ciudad de Granada,
desde la puerta de Elvira—hasta la de Vivarambla.
'¡Ay de mi Alhama!'
Cartas le fueron venidas—que Alhama era ganada:
las cartas echó en el fuego—y al mensajero matara.
'¡Ay de mi Alhama!'
. . . . . ."

Extramuros, cerca de la puerta de San Vicente, sobre áspera roqueda, se halla una de las más bellas iglesias de España; es una sonrisa en esta austeridad abulense. Guarda en su seno los cuerpos y la leyenda de los niños mártires y, en toda ella, florecimientos del arte románico mezclados con el pagano en sabia armonía. En algunas partes, los siglos han derruído la techumbre, asomándose el cielo por el descarnado vigámen de un hastial; por allí entra a raudales la luz, que al herir las sombras con sus haces, revive una de esas escenas del nacimiento de Jesús que grabara melancólicamente el buril de Alberto Durero.

Lejos, lindando con el valle, está el templo de Santo Tomás, que fué palacio de los Reyes Católicos, monasterio y universidad. La piadosa reina Isabel, que tanto amaba su tierra, quería vivir en ella, retirada del mundo, los útimos días de su vida. Enmedio de su país creyó encontrar el apacible lugar soñado, descansando de las fatigas del gobierno en la creciente esperanza del Infante Don Juan, cumplido mozo con el alma llena de generosos deseos. Pero apenas

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brotado a la vida activa, vino la muerte y se lo llevó. La madre le labró una tumba blanca ante el altar de la iglesia donde vino a ser enterrado este hijo. Allí está yacente, juntadas las manos en oración, la cruz de la espada contra el pecho, los labios plegados en una leve sonrisa que insinúa la felicidad de la otra vida. La dolorida madre huyó de Avila para no tornar a ella: entre su corazón y su tierra se levantó este dulce fantasma a quien temía ver de cerca. Los dominicos siguen todavía orando en el mismo monasterio, pasando encapuchados diariamente en procesión por el romántico patio del silencio, en cuya verde sombra crecen unas madreselvas que suben por la pared arriba con sus perfumadas manecitas blancas buscando el aire libre y la luz del sol.

De la vecina acrópolis no sale otro rumor que el de las campanas de la catedral. La ciudad parece como fué. Igual que antaño sus hombres se han ido; ya volverán. Aquellos caballeros de los pasados siglos no vivían sosegadamente en sus hogares; en los arrabales trabajaban los oficios, pero en el recinto murado vivían los nobles y hombres de armas que se aunaban para las salidas contra el moro. En las casas, en los palacios, orando y afanadas en la vida diaria quedaban las mujeres. Los viejos, como ahora, salían a los estribos de la cruz o a la Puerta de la Mala Ventura a comentar las noticias traidas por los mensajeros. Sí, los hombres se han ido y la ciudad vive retirada en las casas con la esperanza puesta en Dios y defendida por la muralla.

Amaneció un día cuando la vieja iglesia de San Salvador en vez de despertar a los moradores con el sonar lento de los toques de misa de alba, los puso en conmoción lanzando a vuelo las campanas, tocando a rebato: los almoravides forzaban las puertas de la ciudad e intentaban escalar la muralla. Se habían apercibido de cómo días antes los caballeros, con sus hombres de armas, habían dejado el reducto para ir a una empresa fronteriza y veían llegada la ocasión de apoderarse de Avila. En este trance angustioso una avilesa, Ximena Blázquez reune a las mujeres, les infunde su entusiasmo, acuerdan defender la plaza hasta el último trance y desde adarves y barbacanas hacen levantar el campo al enemigo, covencido de la imposibilidad de su intento. A partir de aquella fecha memorable, el Concejo de Avila de los Caballeros concedió a la heroina, y a sus descendientes hembras, el derecho de ser oídas y votar en la reuniones del Cabildo.

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Pero no es ésta la única mujer que honra con sus hechos la historia de la ciudad. Isabel la Católica tenía a gala, ella lo decía, haber nacido en el legendario pueblo Madrigal de las Altas Torres.

Mas todos estos recuerdos, con el tiempo, se van secando poco a poco para dejar florecer con mayor lozanía, las memorias vibrantes de aquella otra mujer escepcional, toda corazón, conocida en el siglo por Teresa Sánchez, que fue "en su mocedad hermosa y aun después de vieja parecía harto bien."

Según pasan los días, la historia de Avila va cobrando ese color oscuro, inimitable, de las pinturas antiguas, viviendo sólo en ese desvanecimiento la figura de la hija predilecta, encarnacion ideal de la mujer española, que en ella vienen a concurrir las virtudes y cualidades todas buscadas por el maestro Fr. Luis de León para la posible perfeccion de la mujer en la tierra. Santa Teresa, en su exaltado misticismo, no dejó de ser ni española ni humana; sus visiones no la enagenaron tanto de los menesteres terrenales que la hicieran olvidarse de ellos para vivir abstraída fuera del mundo. Por eso, monseñor Sega, desconocedor de España como de la violenta impaciencia en que ardían los puros deseos de la Santa, escribía refiriéndose a ella: "femina inquieta y andariega." No sabía ver en el corazón de ascua la continuación ideal realizada de los famosos caballeros andantes que más tarde había de coronarse para toda la vida con el arrojo de Alonso Quijano el Bueno.

"No tengas penas—decía Jesús a la doctora—que yo te daré libro vivo"; y ella pudo leer en el corazón de sus hijas y fué la madre peregrinando por toda España, en cruzada, dejando tras sus pasos un reguero de luz. Sus enemigos no pudieron perturbarla jamás porque sus mismas obras servían para su defensa pues en sus acciones, como en sus escritos, iban hermanados siempre un lado práctico, fácilmente comprensible, muchas veces indispensable para la vida, con un puro ideal. La monja llevaba consigo las dos mujeres de la escritura, Marta y María, cuya rara comunión en un alma, la hacía perfecta en la tierra y comprendida de las gentes. Con esa dualidad continua viviendo en la memoria de todos. Buena parte de su doctrina está viva no sólo en los conventos sino en los campos, en la Castilla de sus andanzas, pero más en Avila.

Allí todo es suyo; aun creemos verla atareada, presurosa, dividiendo su tiempo entre el pensar y el hacer. ¡Lástima que hayan desaparecido los lugares frecuentados por ella! ¿Cual sería de

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éstas la casa donde vivió? ¿Porqué se rehizo el convento de la Encarnación donde dejó las vanidades del mundo para tomar el hábito de carmelita? El convento de San José es otro también. Todo ha sucumbido; las generaciones han querido honrar estos santos lugares y, creyendo embellecerlos, no los han respetado. El recuerdo con el tiempo habría puesto en los primitivos lo que no le es dable lograr a la buena voluntad de los humanos. ¿Cual seria la celda de la santa? Si lo supiéramos veríamos ahora entrar en ella el mismo sol que la alumbró, dibujarse en las lejanias las mismas sierras, igual paisaje; recrearíamos la vista en los mismos colores, veríamos alejarse, hasta perderse, los mismos caminos por donde ella anduvo. . . .

Pero quizás su celda daría a un huerto de altas tapias, uno de esos huertos conventuales, cerrados al mundo, que tienen un triste ciprés negro, muy alto, donde en las primaveras viene a cantar un pájaro viajero al que envidian las enclaustradas.

RAMÓN JAÉN

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EL ESPAÑOL EN LA ASOCIACIÓN NACIONAL DE EDUCACIÓN

Por primera vez en su historia la Asociación Nacional de Educación dió al español un lugar señalado en el programa de sus sesiones. Como resultado de ello nos presentamos en Pittsburgh a principios del mes de julio un grupo de maestros neoyorquinos, ansiosos de aprender y curiosos por descubrir lo que del español piensan y dicen los educadores de otras regiones del país. Llevábamos escondida en los rincones del espíritu una sospecha hija de pretéritas desilusiones. Temíamos que, al fin y al cabo, aquello no había de dejarnos ningún sabor en la boca; pero a este temor oponíamos una persistente esperanza, hija de nuestro propio deseo.

Y de todo hubo en la viña del Señor. El programa que aparecía en la carta de invitación que repartió el presidente Lawrence A. Wilkins era interesante, y se desarrolló al pie de la letra. En lo general el desarrollo fué satisfactorio y provechoso. Véase la parte relativa de la mencionada invitación:

"Háseme asignado un lugar en el programa de la sesión matutina del día dos de julio, cuyo tema general será: 'La guerra y los idiomas modernos.' Mi memoria versará sobre 'El español como substituto del alemán para fines de educación y cultura.' En la sesión de la tarde se hablará de 'Las lenguas modernas y el futuro de nuestro país' y en ella alguien disertará sobre 'La enseñanza del español como un servicio patriótico.' El tres de julio por la mañana los maestros de cada lengua celebrarán sesión por separado; y a mí se me ha encomendado presidir la reunión de los maestros de español, en la cual se estudiará 'El año elemental de español.' He tenido que obrar con premura en la formación de este programa, y por eso he escogido a personas que se encuentran cerca mí, en el Este, para darles tiempo de prepararse. Algunos de los temas que serán desarrollados (todos desde el punto de vista del año elemental), serán: 'Trabajo oral,' 'Gramática, ¿cuánta y cómo?', 'Organización y obra de los círculos españoles escolares' y 'Expedientes y accesorios empleados en el año elemental.' Algunos profesores de colegios y escuelas secundarias leerán memorias, y los temas quedarán sometidos a discusión general.

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"Ahora que la enseñanza del alemán está llegando a cero, la carga de la enseñanza de las lenguas modernas cae pesadamente sobre los hombros de los maestros de lenguas romances, y especialmente sobre aquellos cuya especialidad es el español. ¿Cuál va a ser nuestra línea de conducta? No hay más que una respuesta: Hacer lo posible para mejorar nuestro trabajo y estimular a los maestros de español a obtener una preparación mejor, un conocimiento más completo del idioma y su literatura, y más eficaces métodos de enseñanza.

"De varias partes se nos vigila y estudia. No es fácil nuestra labor. Si hemos de resolver con éxito los problemas que se nos presentan, necesitamos imperiosamente una cooperación consciente y entusiasta de parte de todos los maestros de español."

Esta carta era una exposición franca y clara de la situación, y un toque de asamblea a que no era posible resistir. Veremos cómo se desarrolló el programa.

La sesión del dos de julio por la mañana se abrió con un discurso lleno de sólidas reflexiones, obra del Prof. Collette del Instituto Tecnológico Carnegie, acerca de la enseñanza del francés a los soldados. Cierta nota de desencanto que persistió durante todo el discurso fué una prueba de sinceridad que supieron apreciar los maestros de idiomas en las escuelas nocturnas, en donde se presentan muchos problemas análogos a los señalados por el orador, y todos aquellos que se rebelan contra los innúmeros charlatanes que prometen enseñar francés o español en menos que canta un gallo. En seguida ocupó la tribuna el presidente de la Asociación Americana de Maestros de Español, el señor Lawrence A. Wilkins, quien leyó una interesantísima memoria, cuya publicación íntegra es muy de recomendarse, y cuyas notas dominantes fueron una sana doctrina, una documentación abundante y un intenso patriotismo. El señor Wilkins demostró plenamente la superioridad absoluta del español en comparación con el alemán, y con datos precisos puso de relieve la brillante contribución que España ha ofrecido a la cultura humana en el terreno de las letras. Discursos como éste son todavía necesarios, ya que hay muchos que insisten en creer o en aparentar creer que el español es una lengua que si tiene alguna importancia la debe únicamente a su aspecto comercial.

Que no se da al español el lugar que le corresponde, al menos en el ánimo de ciertos profesores aun rehacios a toda convicción,

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quedó demostrado con el discurso que en seguida pronunció el señor E. H. Wilkins—¡cuidado con barajar los Wilkins!, que éste es harina de otro costal. Este, que vino de Chicago, redujo lo más importante de su memoria a una defensa del italiano, idioma que nadie atacó, y que había sido defendido también, en debida forma, por el señor Wilkins de Nueva York. El colombroño de nuestro presidente reconoció que el español es bueno, pero afirmó que no debe darse en cantidad tan grande como se pretende dar, no sabemos por qué, tal vez porque es bueno y porque todo el mundo lo pide. Además insistió en que debe enseñarse el italiano, cuya superioridad es para él indiscutible, aunque no se tomó el trabajo de decir por qué lo considera mejor que el español. Habló, por supuesto, de la patria del Dante y de Carducci, de Colón y de Díaz, y concluyó afirmando que España es un país de una neutralidad hostil y que una de las razones por las que debe enseñarse el italiano es la de poder tratar con los colonos italianos que existen entre nosotros. No fué lejos por la respuesta el distinguido orador, cuyo discurso realmente estuvo lleno de bellezas literarias. La señorita Carolina Marcial Dorado, hasta hace poco profesora en la universidad de Puerto Rico, y una española encantadora, puso muy dulcemente en calzas prietas al señor Wilkins (de Chicago), preguntándole por qué acusa de hostilidad a España. El profesor contestó muy caballerosamente, y sólo quedó en duda, después de su galante retirada, este punto que nadie impugnó: ¿Debemos aprender el italiano, como quiere el profesor, para entendernos con los colonos que nos llegan de Italia? ¿No sería mejor hacerlos que aprendan el inglés, para que se conviertan a la mayor brevedad posible en buenos ciudadanos americanos? Hay que confesar que los maestros de español nunca hemos trabajado por el bien personal de los colonos españoles de América. Creemos que si éstos vienen aquí tienen más obligaciones para con esta tierra que les da hospitalidad de las que el país tiene para con ellos. Nuestra labor siempre se ha basado en lo que consideramos bueno para el pueblo americano, y hemos demostrado que el aprendizaje del español es un bien para el país, sin que nos hayamos cuidado mucho de que sea un bien para ningún otro pueblo.

En la sesión de la tarde habló el profesor M. A. De Vitis, de Pittsburgh acerca de "La enseñanza del español como un servicio patriótico," y sus palabras estuvieron llenas de una sana devoción

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a esta tierra, y de una lealtad que ha sido hasta hoy, y estamos seguros de que será siempre, característica de los que enseñan la lengua castellana.

El día tres por la mañana se trató la enseñanaza del español en sus aspectos más prácticos. Hablaron, en el orden aquí expresado, el que escribe estas líneas, sobre la enseñanza de la pronunciación en el año elemental; la profesora señorita Edith Fáhnestock, del colegio Vassar, sobre el trabajo oral en el año elemental de colegio; el profesor M. A. Luria de la Escuela Secundaria DeWitt Clinton, de Nueva York, sobre el mismo trabajo en la Escuela Secundaria; el profesor William A. Bárlow de la Escuela Secundaria Comercial de Brooklyn, sobre la Gramática en el año elemental; su cantidad y manera de enseñarla; la señorita Carolina Marcial Dorado, antes de la Universidad de Puerto Rico y hoy del departamento editorial de Ginn y Compañía de Nueva York, sobre la clase y cantidad de lectura que debe enseñarse en el año elemental; la profesora señora Isabelle M. Day de la Escuela Secundaria Inglesa de Lynn, Mass., sobre los expedientes y accesorios que pueden usarse en el trabajo del año elemental; las profesoras señoritas Ruth G. Wilson de la Escuela Secundaria de Bushwick y Gracia L. Fernández de la Escuela Secundaria de Nueva Utrecht, ambas de Brooklyn, sobre la organización y las labores de los círculos españoles en el año elemental de la escuela secundaria; y la profesora señorita Catherine C. Kelly, de la Escuela Intermedia del Parque Séward de Nueva York, sobre la atmósfera española en la clase de español de la escuela intermedia.

Esta sesión fué grandemente provechosa. Sería muy benéfica la publicación de un folleto que contuviera todos estos discursos. ¿No hay un hombre emprendedor que se tome la molestia de reunirlos, publicarlos y venderlos al costo? ¿Pasarán al olvido las bellas y útiles cosas que allí se oyeron? Hay que leer y meditar lo que dijeron aquellos que tienen entre manos la labor diaria. Aquí diremos solamente que entre lo que más nos impresionó debe contarse el carácter eminente sólido y práctico del discurso del profesor Luria; la idea de la señorita Fáhnestock de asociar en la enseñanza de un mismo grupo a un maestro natural de un país de habla española con un americano, para que se suplan y completen; la solidez con que el profesor Barlow dió a la gramática el lugar que le corresponde, sin desecharla del

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programa, pero sin ponerla como lo único ni lo más esencial; el encanto de las palabras de la señorita Marcial Dorado, quien habló en español y es una enamorada de los libros; el inolvidable atractivo que puso en su discurso la señora Day, asociando un infinito encanto personal con las ideas más prácticas; las excelentes piezas literarias de las señoritas Wilson y Fernández, cuya labor en los círculos españoles ha sido transcendentalmente útil, y el broche de oro con que cerró esta memorable sesión la señorita Kelly, cuya labor en la escuela intermedia es muy digna de estudio, y que ha realizado, silenciosa y dulcemente, una gran labor apostólica entre los niños del Este neoyorquino, en donde se funde el metal que habrá de formar, de italianos y judíos, ciudadanos americanos buenos y fuertes.

Este último párrafo casi parece una gacetilla de sociedad; pero no hay manera de hacer justicia a los que tomaron parte en este programa si no es leyendo en su totalidad lo que en esta sesión se dijo. Basten, pues, estas palabras en lo que se refiere a los oradores.

Por lo que toca a la impresión general producida en nuestro ánimo por estas sesiones, debemos decir que, salvo algunos lunares de poca importancia, si bien no encontramos todo lo que deseábamos, hallamos un consolador conocimiento de que cada día el español ocupa un lugar más alto en el ánimo de los elementos escolares del país, y que ya muy pocos discuten su importancia. La mayoría se dedica a resolver los problemas que la enseñanza de esta lengua presenta; y en esta labor todos estamos unidos, seguros de que los resultados habrán de premiar nuestros esfuerzos.

Guillermo A. Sherwell

Utrecht High School
New York, N. Y.

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THE NEW YORK CHAPTER

(Summary of the year's work of the New York Chapter of the American Association of Teachers of Spanish.)

Rare good fortune has attended the New York Chapter in having for its place of meeting throughout the year, the grand salon of the Hispanic Society of America, through the courtesy of the Honorable Archer M. Huntington. In this ideal atmosphere, in the presence of the Sorolla portraits of King Alfonso XIII and Queen Victoria of Spain, the progressive teachers of Spanish of New York City and vicinity have taken up important problems affecting the study of Spanish and have done real constructive work which will be of value to teachers of Spanish throughout the country.

In summarizing the successes of the year, a great deal of credit is due to the President of the American Association of Teachers of Spanish, Mr. Lawrence A. Wilkins, in charge of Modern Languages in New York City, whose work in founding the association paved the way for the local chapter, making clear the need for coöperation of the teachers of Spanish in meeting the specific problems confronting them and in creating a feeling of harmonious good-will toward other educational organizations.

With the establishing of the New York Chapter in 1917, a worthy continuator appeared in the person of the President, Dr. Guillermo A. Sherwell. The meetings of the year have been characterized as helpful and inspiring. Enthusiasm has never ebbed, as shown by the constantly increasing attendance at the sessions. Peculiar problems have presented themselves and have been treated with a view to larger educational interests. On the programs have appeared speakers distinguished in the literary and academic world.

At the October meeting, at which Mr. Lawrence A. Wilkins presided, a most interesting lecture on "Contemporary Spanish Poets" was given by Professor Federico de Onís, of Columbia University.

The literary program of November was ably upheld by a speech from Señor Manuel González, ex-Consul General from Costa Rica. At the meeting the following officers were elected for the local chapter: President, Dr. Guillermo A. Sherwell, New Utrecht High

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School; Vice-President, Mr. Max A. Luria, De Witt Clinton High School; Secretary-Treasurer, Miss Gracia L. Fernández, New Utrecht High School; Corresponding Secretary, Mr. Arturo Torres, De Witt Clinton High School.

At the January meeting, President Sherwell outlined briefly the work of the local chapter. The Vice-President, Mr. Max A. Luria, gave a helpful presentation of a practical subject, "The Importance of Dictation in the Teaching of Spanish in Secondary Schools." The business meeting which followed was given over to the discussion of plans for the Second Annual Prize Contest for Students of Spanish in the Secondary Schools of New York City and New Jersey.

The speaker at the February session was Señor José Marcial Dorado, with the subject, "El Periodismo actual en España." Señor Dorado gave some very interesting data regarding the extension of institutions of learning in Spain under the influence of journalism. Mr. Luria continued his interesting talk of the January meeting. Dr. Alfred Coester, Chairman of the Spanish Contest Committee, announced that the contest for Spanish Students in High Schools would take place Saturday morning, April 13th, at the High School of Commerce, New York.

A rich program awaited those assembled at the April session. The speaker of the day was Señor Don José Castellot, ex-President of the Senate of Mexico and ex-Ambassador Extraordinary from Mexico to Norway. Señor Castellot spoke on "El español como lengua literaria," using his beautiful Spanish version of the Rubaiyat of Omar Khayyam. Enthusiastic applause greeted the poet translator at frequent intervals. After President Sherwell had paid homage to Señor Castellot in the name of the Chapter, Dr. Rafael Zayas Enríquez presented an eloquent tribute to the genius of his fellow poet.

The May meeting brought two speakers of distinction. Dr. Constantine McGuire, Assistant Secretary of the International High Commission, Washington, D. C., treated a scholarly theme, "The Science of Law in Spain; History and Appreciation." Dr. McGuire was followed by Dr. Rafael Zayas Enríquez, whose subject was "Los poetas son los perfeccionadores del idioma." His theme was developed with great strength without losing a single poetic charm. At the business meeting it was voted to hold an extra ses-

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sion in the month of June to meet the enthusiastic demands not only of the members of the Chapter but of others interested in Spanish.

It was voted unanimously that in virtue of the distinguished services which Mr. Lawrence A. Wilkins, now in charge of Modern Languages in New York City, has contributed to the teaching of Spanish and to the realization and the defense of the ideals of teachers of Spanish, that a letter be sent by the Executive Committee in the name of the New York Chapter to President Somers of the Board of Education, requesting the appointment of Mr. Wilkins as permanent director of Modern Languages in New York City. Then followed the election of officers for the year 1918-19, resulting in the reëlection of all this year's officers.

At the special session held in June, Señorita Carolina Marcial Dorado spoke on "La Mujer española," the important rôle played by the Spanish woman in the world's history and her position at the present day.

The second speaker, Dr. José Castellot, Jr., gave a scholarly lecture on "España en América," which was greatly appreciated.

With all due modesty, I think I may hold the New York Chapter as a model of enthusiastic organization for teachers of Spanish in other cities. It is gratifying to learn that Chapters are to be organized in September in Illinois, Indiana, Texas and California, and I feel confident that the time is not far distant when the "Todos a Una" of the emblem of the American Association of Teachers of Spanish will blazon the path to a local Chapter in every principal city of the country.

GRACIA L. FERNÁNDEZ
Secretary of the New York Chapter

NEW UTRECHT HIGH SCHOOL,
NEW YORK, N. Y.

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NOTES AND NEWS

Professor E. C. Hills, formerly of Colorado College, and recently Librarian of the Hispanic Society, has resigned this post to accept the post of head of the department of Romance Languages at the University of Indiana.

Dr. Ralph E. House, Curator of printed books at the library of the Hispanic Society, has been appointed Assistant Professor of Spanish at the University of Minnesota.

Professor S. M. Waxman of Boston University, Miss Anita Thomas, teacher of Spanish at the High School of Commerce, New York, Mr. Percy B. Burnet, head of the department of Modern Languages, Manual Training High School, Kansas City, Mo., Mr. Joel Hatheway, teacher of Spanish, High School of Commerce, Boston, Mass., and Miss May Vertrees, teacher of Spanish at Fullerton High School, California, are among the many teachers who have temporarily abandoned their school work to go into government service.

The annual meeting of the California High School Teachers' Association was held in Berkeley, July 12, 13, 15, 16. The Modern Language section met on the afternoon of July 16, under the chairmanship of Professor Espinosa, of Stanford University. The most interesting and inspiring paper on the program was given by Professor Ramón Jaén, of the University of California, *Nuevas Necesidades en la Enseñanza del Español.*

The third annual meeting of the Association of Modern Language Teachers of the Central West and South was held in Chicago, May 3 and 4, 1918. The Spanish section met on the afternoon of Saturday, May 4, under the chairmanship of Professor John D. Fitz-Gerald, of the University of Illinois. The papers presented were:

Reading Material Used in College Spanish, by Dr. John Van Horne, University of Illinois.

The New York Minima in High School Spanish, by Mrs. Homero Seris, University of Illinois.

Report of Committee on High School Syllabus for Spanish, by Alfred Nonnez, Walnut Hill High School, Cincinnati, Ohio.

Spanish has been recently introduced in the intermediate schools of New York, Chicago, St. Louis, New Orleans, San Francisco, Los Angeles, and other large cities of our country.

The renowned Perez Galdós (now 73 years of age) has recently produced another drama of great merit: *Santa Juana de Castilla* (1918).

One of the most important books dealing with modern language methodology published within recent years is without doubt the volume just published by Mr. Lawrence A. Wilkins, *Spanish in the High Schools: a Handbook of Methods* (Sanborn & Co., 1918). It is a book which should be in the hands of every Spanish teacher in our country.

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Don Ramón Menéndez Pidal is about to publish a new edition (in Spanish) of his popular work, *L'Epopée Castillane à travers la littérature Espagnole*. An entirely new chapter, *Los caracteres permanentes de la literatura española*, will be added.

The Casa Editorial Minerva, Barcelona, has just published a new and revised edition of Rafael Altamira's important work, *La Psicología del Pueblo Español*. This work (little known in our country) is a serious attempt on the part of one of the world's great leaders in historical criticism to interpret scientifically the meaning of the word civilization in its broadest aspect, and a clear and lucid analysis of Spanish character and the role of Spain in the development of human civilization.

The Hispanic American Historical Review is the name of a new quarterly historical journal published by a group of American scholars interested in the history of Hispanic America. The first two numbers which have appeared (February and May, 1918) give evidence of a scholarly historical review that will at once be welcomed by students of history in every part of the scientific world and augur well for Hispanic historical studies in our country.

Aside from the usual information concerning the founding of the review, the reviews, notes and bibliographical sections, the February number contains three very welcome contributions: *The Institutional Background of Spanish-American History*, by Charles H. Cunningham; *The Delimitation of Political Jurisdictions in Spanish North America to 1535*, by Charles W. Hacket; and *The Recognition of the Spanish Colonies by the Motherland*, by William Spence Robertson.

In the May number we note the following contributions of special importance: *An Early Diplomatic Controversy Between the United States and Brazil*, by William R. Manning; *The Influence of the United States on the Opening of the Amazon to the World's Commerce*, by Percy Alvin Martin; *Documents* (Reports of James Wilkinson to Emperor Iturbide of Mexico, 1822), by Herbert E. Bolton.

The editorial board of the *Review* consists of Charles E. Chapman, Isaac J. Cox, Julius J. Klein, William R. Manning, William Spence Robertson, and the managing editor, James A. Robertson.

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WESTPORT HIGH SCHOOL PRESENTS SPANISH PLAY



"Castillos de Torres Nobles"

Under the direction of Mr. F. L. Phillips, the Circulo Calderón of Westport High School, Kansas City, Mo., very successfully presented, on the 10th of May, the Spanish playlet, "Castillos de Torres Nobles," composed by Miss Marcial Dorado. There were eighteen players. Even the bull-fight was represented, a feature greatly appreciated by the audience. The bull was a *papier-maché* head carried by one of the boys.

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OBITUARIES

PROFESSOR A. P. RAGGIO

Dr. Andrew Paul Raggio, professor of Spanish and Italian at the University of Maine, died December 21, 1917. He had been in the service of the University of Maine as instructor, assistant professor, associate professor, and professor since 1907.

Andrew Paul Raggio, professor of Spanish and Italian, was born forty-four years ago in the city of Austin, Texas. His parents had come from northern Italy, from the hill country back of Genoa, and like many of their fellow countrymen, had settled in the south, first in New Orleans, whence in course of time they removed to the new state of Texas. They were devout Roman Catholics, and Professor Raggio owed his early education to the institutions of the church. Thus from his boyhood associations while reared in newest America, he was linked with the traditions of the old world.

Professor Raggio possessed a rare equipment for his work. Following his graduation from the University of Texas in 1896, he spent five years of travel and study in Europe—three years in Italy, one year at the University of Grenoble in France, and one year in Spain. Returning to America he was for three years enrolled as a graduate student at Harvard University, where he received his doctorate in Romance Languages in 1904. It would be difficult to find or to imagine a more ideal preparation for a professorship of Romance Languages. He had acquired an intimate and sympathetic appreciation of Spanish, Italian, and French literatures and first-hand knowledge of the peoples and countries of southwest Europe. He had become well versed in European history. He had received sound university discipline in the several phases of technical philological study.

Professor Raggio came to the University of Maine in 1907, having served an instructor's apprenticeship at Simmons College, Bryn Mawr College, and the St. Louis Central High School. From instructor in Romance Languages, he became assistant professor in 1907, and associate professor in 1911. In 1916 the new department of Spanish and Italian was created for him in recognition of his zeal and ability. Perhaps no quality was more characteristic of Professor Raggio than his intense earnestness. It was with earnestness that he assumed his new position. The growth of the new department was marvelous. He had planned to conduct all the classes unaided, but before the first year was out he needed the services of two instructors, and even then was obliged to curtail the work offered in Italian.

Without doubt the teacher's real triumphs are in the class-room; but they are often secret triumphs, they are not heralded abroad, they are often little known or appreciated by the teacher's colleagues. I have heard the

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opinion expressed by university men of experience that one should husband his energies in his teaching, because he derives no recognition or preferment from that source. The labor of a teacher is largely a matter of conscience. To his classes Professor Raggio was most conscientious. Painstaking in the extreme, methodical in every detail, he had carefully reasoned out his system of imparting instruction. His endless patience and regard for the minutiae of scholarship might have descended to pendantry in a less inspired teacher, but with him a boundless enthusiasm for his profession and for the subject matter which he taught raised his work high above the trivial and the commonplace.

It is in vain that we regret the loss of a human life seemingly cut off before its time. We miss the later years of riper achievement. But we possess a work well begun; we possess an example of faithfulness, of conscientiousness, of energy in the performance of duty, of intellectual breadth and integrity, of honesty of purpose, and frankness of position; we possess an example of charity toward others, of spiritual depth, and earnestness that can never be lost.

GEORGE D. CHASE

UNIVERSITY OF MAINE

RAFAEL MARÍA DE LABRA

Don Rafael María de Labra, distinguished Spanish statesman, jurist and writer died in Madrid on the 16th of April, 1918.

Don Rafael María de Labra was born in Habana, Cuba, in 1841. He left Cuba at the age of ten and the rest of his life he passed in Spain, with the exception of a few years when he held various political posts in Cuba.

Señor de Labra was one of Spain's great men of the last fifty years. Since the year 1873, when the short-lived Spanish republic was organized, he became a liberal republican, and throughout his whole life he worked incessantly for the betterment of Spanish political and social canditions. At the time of his death Señor de Labra was senator and president of the Ateneo de Madrid, having occupied various prominent public offices before.

As a writer on subjects relating to Spanish and Spanish American political and social problems Señor de Labra is world famous, and the bibliography alone of his studies would cover a small volume. The following are a few of the best known of his works: *La Pérdida de las Américas, La Colonización en la Historia, De la representación é influencia de los E. U. de América en el Derecho Internacional, Estudios de Economía Social, Historia de la Cultura Española Contemporánea, El Derecho Internacional de España, La Política hispano-americana en el siglo* XX, *El Problema político-pedagógico en España.*

The death of Señor de Labra is a great loss to Spain and to Spanish scholarship.

A. M. E.

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REVIEWS

SPANISH-AMERICAN READERS

The group of books under our attention constitutes a very patent endeavor to cultivate the spirit of rapprochement and to further the friendliest intercourse between the United States and the Spanish American countries. As such these manuals will be welcomed by all men and women of both Americas whose sympathies are already quickened and who are anxious to hasten the international comity and solidarity of this continent in accord with the ideals of the Pan-American Conference, who are mindful of all that intimate intercourse implies, and who are not blind to the ultimate destiny that links the western hemisphere and welds its nationals into one grand and enduring federation, establishing and maintaining the interdependence of the New World. That a fit channel for the interpretation of this new internationalism is through the schools of the several independent republics comprising the Pan-American Union will hardly be gainsaid.

Teachers of Spanish are no longer suffering from a dearth of suitable reading material on Spanish America if minded to induct their pupils into the commoner phases of Hispanic culture as typified in that vast territory stretching from the Rio Grande to the Straits of Magellan, not to mention the Philippines and Cuba. The titles listed here are but an earnest of what we may expect in this department of literature. Judging from the rapidity, diversity, and general purposefulness with which similar volumes are being provided, it would appear that *yanqui* authors and publishers are combining to do their "bit" toward removing the obstacles of ignorance and misunderstanding that have too long separated us from the peoples of the southern republics and them from us.

All of the texts here noticed—each one of them copyrighted within the past two years—are characterized by sincerity, breadth of vision, interest and scholarship, and by marked individuality of editing. In view of the innocency of our adolescents about even the elementary facts concerning South America, any and all of these books will open new vistas of delight and avenues of fresh and satisfying discovery; but these labors of love by the compilers will have fulfilled their missions only to the extent that the pupils are impelled to continue their study of Spanish beyond the usual preparatory stages of instruction.

PRACTICALITY seems to be the slogan of present-day modern language teaching. All of the readers here discussed are eminently practical (from the viewpoint of *realia*) in content-matter, if not in the treatment of the text. As a group they supply a number of things teachers have long wanted.

There is no one species of textbook that quite so reflects the individuality of its compiler as a "reader." It is a personal offering, as it were; it is one man's idea of what he would like to read and have others read with a class. In seeking to satisfy his own tastes in this direction he hopes to satisfy

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others. Hence, teachers will accept the selections more or less enthusiastically, approving or disapproving, as their own tastes are gratified and their own peculiar needs fulfilled. Fortunately, all of the texts here considered satisfy the major specifications of progressive modern-language school books.

(A) **Spanish-American Life,** a reader for students of modern Spanish, by E. C. L. Morse, A. B., LL. B., of the Phil Sheridan School, Chicago. Scott, Foresman & Co., Chicago, 1917. 8vo, 369 pp. (197 text, 86 notes, 70 vocabulary).

(B) **A Trip to Latin America** (in very simple Spanish), with conversation and composition, exercises and vocabulary, by Ventura Fuentes and Victor E. François, Department of Romance Languages, College of the City of New York. Henry Holt & Co., New York, 1917. x + 196 pp. (136 text and exercises, 12 appendix: The Verb, 48 vocabulary).

(C) **Viajando por Sud América** por Edward Albes, Ph. B., LL. B., del Cuerpo de Redactores del "Boletin" de la Union Panamericana, edited with notes, vocabulary and questions for oral practice by J. Warshaw, Ph. D., University of Missouri. Henry Holt & Co., New York, 1917. 8vo, vii + 266 pp. (133 text, 26 Cuestionarios, 18 notes, 43 vocabulary).

(D) **Elementary Spanish-American Reader,** edited with exercises, notes and vocabulary, by Frederick Bliss Luquiens, Sheffield Scientific School, Yale University. The Macmillan Company, New York, 1917. 8vo, xi + 224 pp. (98 text, 40 notes, 81 vocabulary).

(E) **Spanish Reader of South American History,** edited with notes, exercises and vocabulary, by Edward Watson Supple, Sheffield Scientific School, Yale University. The Macmillan Company, New York, 1917. 8vo, xi + 375 pp. (258 text, footnotes in Spanish, and exercises; 21 notes, 95 vocabulary).

(A) This book may best be introduced with a quotation from the preface: "Peaceful and happy relations between nations depend largely on appreciating other nations' feelings and understanding their psychology. Hence in this work the author has striven to consider the problem not merely from the point of view of a language teacher, but from that of a man of affairs, a lawyer, a historian, a student of contemporary events. Appeal is made to alert Americans who look not merely to the past, but to the present and to the future of the two Americas." This fivefold viewpoint is consistently and amply maintained and accounts for the catholicity in the choice and the wealth of material. Mr. Morse adopts a novel approach to the psychology alluded to. What could better reveal the native genius and its reaction to every-day environment than the daily chronicles of newspaperdom? "Journalistic Spanish" would be a fit subtitle to these thoughtfully culled excerpts from the current public press. Spanish-American life is reflected to us first-hand, as it were, in a veritable motion-picture of the happenings in the human affairs of the Spanish-Americans. We witness the most varied

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incidents—of ephemeral or of lasting value—through native eyes and observe the philosophic comment that goes therewith, recorded with the naturalness and spontaneity of the newspaper reporter or with the deliberation of the editorial sanctum.

Mr. Morse has laid the best in present-day Spanish-American journalism under contribution for his "copy." Although *La Prensa* of Buenos Aires and *El Imparcial* of Mexico supply the bulk of the eighty-eight extracts, leading journals of these and the following cities, among others, have been judiciously drawn upon: Bogotá, Caracas, Guatemala, Lima, Montevideo, Santiago de Chile, Valparaiso, Habana, Guadalajara, Guayaquil, and Vera Cruz. The selections, coming from such varied sources, are naturally as diversified as only newspapers can offer. Timely topics of all sorts, even to *anuncios* and *correspondencias* from public-spirited readers, are included. To instance merely a few suggestive titles: *Por Teléfono, Los Rateros, Las Cajas Postales de Ahorro, Toreo contra Boxeo, Trenes Americanos, Cambio de Itinerario, El Incendio de Anoche, Dos Trenes se Telescopiaron, Triunfaron Los Cubanos* (at baseball!), *Los Maderistas, ¿Un Elevado en la Habana? Socialismo Práctico en Argentina, El "Trust" de los Frigoríficos, Vagones Refrigerantes, La Huelga en los Tranvías, Incendio en una Fábrica, Naufragio del Vapor "Lima," El "Football" del Domingo.* What animation must be provoked by topics like these! Divergence in style is not as great as one might expect. The idiom in the various articles moves easily, at times breezily. Grading as to difficulty is progressive by sections, rather than within them. Intelligent appreciation of these readings is not beyond the average student at the end of his second year. The book is excellent for collateral use; the selections cover the widest range of topics, are short, and represent every phase of composition known to the columns of newspapers, so that the customary formal exercises are not missed. The store of words employed is necessarily extensive (consuming seventy pages in the vocabulary), but eminently practical.

A splendid accompaniment to the text are the hundred illustrations, many of them original snapshots by the author.

Not the least of the compiler's industry is stored away in the eighty-six pages of notes, painstaking in detail, which furnish a sort of running commentary on the cultural life of the Spanish Americans on their respective heaths. The annotations likewise illuminate syntactic usages in a very careful and scholarly way.

(B) We have here a well-graded "constructed" text, built after a thoughtfully planned scheme. It is frankly an attempt to realize "the ideal first reader," which, in the words of the authors, "would be a book containing such interesting material that it would stimulate the student to read more than the assigned lesson, and written in language so simple that its use could be begun at the very outset of the course. It should offer the greatest possible variety of subject-matter and serve educational purposes by offering profitable information as well as practice in the language studied; it should have a restricted vocabulary, the same words appearing again and again, but

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this should not result in monotony; it should be so carefully graded that the student should not notice the progression; it should be so simple as to require no notes; finally, it should be provided with a complete vocabulary in which the beginner might find all the possible help to which he is entitled."

These very definite pedagogical principles have been faithfully adhered to in this little book. Accordingly, we have here a very conscious and purposeful effort that wins respect and admiration. The ambitious aim set by the authors has been quite successfully accomplished. Although compiled by college men, it is very evident from the whole atmosphere and arrangement of the material that this book is intended largely for pupils in the secondary schools, and for very early use by such. The desirability, if not the necessity, of treating of Spanish America somewhere in the course, is generally conceded. For those who wish to take up and dispose of this department of Spanish instruction in the most expeditious manner this little volume will be especially welcome. It has condensed the usually unwieldy, diffuse, if not dry, textual matter of so many Spanish-American readers, with their overloading of statistics and economics, to manageable proportions and with something of human interest and freshness. By judicious selection the names and topics that commonly come to mind in thinking of South America have found a place in the twenty-eight very simple, carefully composed and instructive chapters, which are accompanied by sixteen illustrations (chosen and placed with more than customary appropriateness) and a good map.

A noteworthy instance of the editors' craftsmanship are the well-arranged and thoughtfully prepared exercises. To those who regard such aids as wholly gratuitous, it may be suggested that the average teacher who uses his text for any sort of drill or review work at all simply would not, even if he could, compound, on the whole, so adequate, consistent and diversified a series of exercises. Messrs. Fuentes and François have at any rate pointed out some excellent models.

The stock of some two thousand vocables is very practical, with scarcely any nonce-words or "South Americanisms." In fact, the word-content is so ordinary that explanatory notes of any kind are unnecessary.

(C) If (B) has succeeded in stimulating the student to "read more than the assigned lesson," say, after an interval of half a year or more, the publishers might well recommend this book to follow the foregoing one (B).

The very genesis of this volume, however, makes the transition in regard to difficulty a bit abrupt, but none the less manageable. For these pages were originally intended to regale adult readers of *El Boletín de la Unión Panamericana*. As such the art of the trained journalist becomes at once evident; this writer's mode of expression, however, is straightforward and flows easily.

In ten chapters, varying in length from eight to eighteen pages, and with two or three full-page illustrations to each chapter, we accompany Señor Albes on his official journey, taken in 1912, of some seventeen thousand miles from New York around Cape Horn and return. The itinerary is marked in red on the map and is the one usually followed by tourists to South America.

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The articles then are in the form of a rather expansive diary of an observing traveler given to somewhat minute entries. Professor Warshaw has edited these selections seemingly *in toto* and has provided them with eighteen pages of elucidating notes and supplied a series of fifteen questions to each chapter, "arranged to furnish that *daily* oral practice so much to be desired in work in Spanish."

The twenty-three pictorial illustrations are well chosen and unfold to us somewhat less familiar views of South America.

(D) This was the first volume to appear in the Spanish Series by this publishing house. The editor's statement (as of 1917?) that there are many readers which introduce students to Spain, "but none which gives him a real introduction to Spanish America," obviously calls for some qualification now. Nevertheless, this book is a welcome pioneer missionary and fully justifies its existence. Unlike (B), it is not a "constructed" text, but follows the eclectic type of reading book. It contains eighteen prose selections with unimportant modifications, from the pens of representative writers in the Spanish-speaking republics. These readings contact the literary landmarks of historic and romantic appeal and significance in the Spanish civilization of the New World. Two poetic compositions have been included: Junco's translation of Longfellow's "The Village Blacksmith" and the Argentine national hymn. This diversity of origin and subject-matter inevitably makes necessary an extensive vocabulary (eighty-one pages!), the wisdom of which may be questioned in a beginners' book, evidently intended primarily for secondary schools.

A commendable innovation in the way of auxiliary apparatus appears in the informing footnotes in simple Spanish. The exercises after each lesson are based on these, as well as on the text. The grammatical notes, not without a few minor inaccuracies, very completely anticipate the beginner's troubles, leaving very little problem-solving to be done. Constant iteration and cross-references serve to reinforce the fundamentals of grammar.

For so progressive a book the repeated emphasis in the preface on translation seems needlessly solicitous.

(E) Convinced that the eagerness of our students in schools and colleges to learn Spanish is due largely to their desire to learn about Spanish America, and recognizing the scant means at the teacher's disposal, Mr. Supple has been prompted "to help supply the need of suitable classroom texts dealing with South America." The students which the editor must have had in mind are collegians and only the most advanced pupils in high schools where place in the already congested course of study can be found for the very substantial readings of this handbook. In either case, the text would hardly be taken up *in toto* in the classroom, at least not in the standard literary course, notwithstanding the careful linguistic commentary with which this manual has been supplied.

Although the makers of modern language syllabi have always accorded due consideration to political history as a contributory science to the fullest cultural interpretation of a foreign nation, still a symposium such as this will

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unfortunately find but a subordinate position in the average curriculum. Its appeal becomes almost too specialized for a general course. And yet this compilation is a thankworthy performance, for there is much useful information embraced within these excerpts from distinguished native historians. They "represent in chronological order some of the best known episodes in the history of South America, from the period of the Conquistadores down to the present day."

The nine selections from six eminent Spanish American authors, each with a vigorous and lucid pen, fill over two hundred pages of solid text and require ninety-four pages of vocabulary. Twenty pages of notes explain the linguistic difficulties of the text as well as of the Spanish footnotes. Each chapter is introduced by the editor's summary in Spanish, which puts the reader in possession of enough facts to more fully appreciate the extract that follows. After each chapter there are provided from three to ten exercises, comprising in all some forty-five pages, calling for answers to questions and for translation into Spanish, based on the texts and the footnotes. Five illustrations and eight maps embellish the volume.

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España Pintoresca, by Carolina Marcial Dorado. Ginn & Company, Boston, 1917. xx 332 pages.

Se trata de un libro de lectura para un grado secundario de enseñanza, que intenta reproducir en reducido volumen aspectos diversos de la vida española. En su mayor parte el libro es original de la Srta Marcial Dorado, circunstancia que presta al texto una coherencia de criterio y una unidad de estilo que suelen faltar, desgraciadamente, en los centones de lectura que tanto se prodigan para la enseñanza del español; y lo integran algunos fragmentos selectos de autores españoles. Siguen al texto ejercicios de conversación y traducción muy abundantes, en la forma usual en estas publicaciones, y profusas notas ilustrativas y aclaratorias de las dificultades que puedan ofrecer algunos pasajes. Reune, por tanto *España Pintoresca* un variado material de estudio metódicamente ordenado, y constituye una lectura amena que puede, de paso, orientar a los estudiantes en el conocimiento de la realidad española.

Claro que ni toda la realidad española cabe en un libro de esta naturaleza ni la exactitud pormenorista de la información puede ser la cualidad fundamental de un libro que, desde la portada, se acoge al amplio fuero literario de *lo pintoresco;* así, sería excesivo enjuiciar seriamente a la autora por algunos deslices *coloristas* que de cuando en cuando aparecen en *España Pintoresca*, y por cierta predilección obsesiva que revela hacia rasgos y tipos de la vida nacional que en casi todos los libros de viajes por España, desde el romanticismo acá, han sido cansadamente vulgarizados. No censuraré el

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capricho de la autora de hacer sus excursiones a Toledo y a Avila, desde Madrid, en tardas y molestas diligencias, desdeñando el rápido y agradable traslado de los ferrocariles, pero no pueden pasarse sin protesta algunos convencionalismos que recoge este libro, indiscupables en una persona bien enterada de la vida española, y que pertenecen a esa categoría de tópicos pintorescos ya desautorizades que se resumen en la expresión corriente de *la España de pandereta*. Por ejemplo: la descripción de un mozo sevillano que, deteniéndose ante una reja, se desembaraza de la capa para rasguear graciosamente una guitarra que, como un pecado, traía oculta; y las caprichosas afirmaciones de que en Madrid oyó la autora al sereno cantar la media noche, y de que en plena Puerta del Sol se percibe "a menudo el sonido de las castañuelas" (Páginas 28, 66 y 75).

Pero prescindiendo de esta clase de reparos, cuya justicia depende de la severidad de criterio con que limitemos los derechos del escritor pintoresco, creo que se deben registrar algunos errores o descuidos de otro carácter que he advertido en la lectura de este libro, y que podrían desaparecer, en su provecho, en ediciones venideras. Los más importantes son los siguientes: En la pág. 2 se afirma que en la lengua española perdura un gran número de palabras celtas, fenicias y cartaginesas. En la pág. 17 se usa impropiamente la fórmula "beso a V. la mano," sin embargo de estar bien explicada en la nota correspondiente. / En los dos primeros versos de la segunda copla transcrita en la pág. 31 faltan sendas sílabas. En la "Leyenda de San Antón" se confunden las dos devociones populares del santo abad, patrón de los animales domésticos, y de S. Antonio de Padua, patrón de las muchachas casaderas. Además es inadecuada la denominación de copla que se aplica a la poesía de Blasco allí reproducida. En la pág. 64 se ha omitido entre los versos 14 y 15 el siguiente: "y se aleja lento." En la pág. 70 se llama Banco Hispano al Banco de España. Es inadmisible en español la forma de nombrar las calles que se emplea en la pág. 98: "calle 31 de agosto," "calle Legazpi," etc. En la pág. 109 hay esta construcción defectuosa: "en conmemoración a que." En la pág. 126, y otras: El Cano, por Cano. En la pág. 129: factoría, por fábrica. En la pág. 134, construcción defectuosa: "resiste en el trabajo." En la pág. 135: población, por población; (o es un anglicismo o una pedantería). En la pág. 136: "otras de las miles manifestaciones." En la pág. 150: "Cuán soy feliz!" En diversos lugares del mismo capítulo se lee, repetidamente "olé," cuyo acento es un galicimo tan absurdo como sería el de escribir "toreró." En cambio falta el acento en "osté" "quié" y otros vulgarismos que figuran en las mismas páginas.

En las "Preguntas" aparece varias veces la expresión "los característicos" por las características, y las construcciones viciosas: "cuáles son unos . . .?, por algunos, y "el anécdota."

En las notas se afirma que a Galdós se le concedió el premio Nobel en 1912, lo cual es inexacto, desgraciadamente; y se omite la provincia de Granada en la enumeración de las de Andalucía, y por fin, se da a la frase "a hurtadillas" una traducción que corresponde más bien a la expresión "de reojo."

Los cantos populares que van transcritos a continuación del texto no

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cumplen a mi juicio, el propósito de dar "una idea de la variedad y delicadeza de la música española," pues dos no son en realidad nacionales, aunque sean populares en España: la Marcha real, que es prusiana, y la llamada "Serenata," que no es sino una guajira cubana.

Creo, por último, que en un libro que ofrece al lector la garantía de los apellidos españoles de su autora, no debieran figurar los fantásticos y grotescos dibujos que se titulan "Una señorita," "Un baile en Sevilla" y "Una serenata."

F. MORALES DE SETIÉN

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Teatro Antiguo Español. Textos y estudios. Junta para Ampliación de estudios e investigaciones científicas. Centro de estudios históricos. I. Luis Vélez de Guevara: *La Serrana de la Vera*, publicada por R. Menéndez Pidal y M.ª Goyri de Menéndez Pidal. Madrid, 1916. vii + 176 pages. II. Francisco de Rojas Zorrilla: *Cada cual lo que le toca* y *La Viña de Nabot*, publicadas por Américo Castro. Madrid, 1917. 270 pages.

These two volumes initiate a series of critical editions of plays of the *siglo de oro*. The selection, according to the *Advertencia* in the first volume, is to be made from "obras dramáticas de los siglos XVI y XVII que por un interés de cualquier clase merezcan no permanecer inéditas o ser publicadas de nuevo". The texts are to be printed, and the notes compiled, with all the care and learning which modern scholarship can provide. These editions, then, are in no sense a work of vulgarization, but handbooks for specialists.

The original orthography is retained, except for distinction between *v* and *u*. The modern accentual system is, however, used, and this feature of the editorial plan has been criticized by previous reviewers. The format is admirable—a small 8vo with strong linen paper and clear type. The volumes are a pleasure to handle, and a monument to Spanish learning.

The first play, *La Serrana de la Vera*, is here printed for the first time from an autograph MS. of Vélez. It has an excellent first act, a second with some lively scenes, and an extravagant third. Since this volume has already been reviewed four times,[1] I may be permitted not to linger over it. The theme is that of a stout virago, who, deceived by one man, makes oath to leave no other alive who falls into her hands. It is based directly upon a popular *romance* (cf. Menéndez Pelayo, *Antología*, IX, 209), of which the editors now possess twenty-one versions. It is impossible even to enumerate the many interesting details which could be extracted from the full and erudite notes: the other folk-lore elements of the play; the dramatic works

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1 G. T. Northup, in *Modern Philology*, XV, 447-448; M. A. Buchanan, in *Modern Language Notes*, XXXII, 423-426; E. Mérimée, in *Bulletin hispanique*, XVIII, 290-292; J. G. Ocerin, in *Revista de filología española*, IV, 411-414.

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by Lope, Tirso de Molina, Enciso and Valdivielso, which employ the same motive, and the relations between them; the appearance of the Provençal comparative adjective *genzor* (ll. 219, 225), a word of extreme rarity even in Old Spanish, and practically unknown in Vélez's day (though Gómez Ocerín cites two more examples from his work); the remark that Tirso de Molina was accustomed to hoax the public by citing false authorities as his sources. As regards the last-named point, I am not wholly convinced yet that the mischievous *fraile* was guilty of such deliberate falsification. It becomes less probable by half if one gives credence to Restori's opinion that the *Ninfa del Cielo* was not written by Tirso at all, but by a totally different person (*Zt. rom. Philol.* XXX, 487; cf. *Studj di filol. rom.* VI, 109); since the *Ninfa del cielo* and the *Condenado por desconfiado* constitute the only two examples of the alleged practice.

There is one passage which may be worth mention, although the editors chose to leave it without comment, the lines 2298-2309. Thus they run:

"Cavallito, cavallito, el de las piernas de xerga,
por la virtud que ay en ti que me digas quién te lleba,
quién te rije, quién te manda, quién te da zebada nueba,
quién te enfrena, quién te ensilla, quién te linpia, quién te ierra.—
Por la gracia de Dios Padre el caballo hablado obiera,
las palabras que dezía eran en su misma lengua."

This is popular poetry, beyond a doubt; Vélez did not write it without inspiration from an outside source. I have not been able to put my finger on any other parallel than two verses of the Asturian *romance* of *Conde Olinos* (J. M. Pidal, *Viejos romances que se cantan por los asturianos*, Madrid, 1885; no. XXV): "Por la gracia de Dios Padre | comenzó el caballo a hablar." But I feel sure that another *romance*, nearer to the text, exists. It is of the folk-lore type, and deals with a magic horse; probably a man changed to that form (cf. Braga, *Contos trads. do povo portuguez*, nos. 9, 10) rather than a marvelous wooden horse, like Clavileño, although the latter is the better known theme in Spanish literature (cf. Cortejón's note, *Don Quijote*, V, 255-257).

The second volume contains a *comedia* and an *auto sacramental* of Rojas Zorrilla, both previously unpublished. The *suelta* of the former to which some cataloguers refer has not been seen by any modern. The MSS. are not autographs.

Cada cual lo que le toca is a weak *comedia*. It wears the sickly cast of approaching decadence—the mechanical jokes of two *graciosos* of identical clownishness, long Gongoristic passages with wire-drawn similes, side-plots as complex as dull, a general air of boredom and staleness. *La Serrana de la Vera* has at least freshness and creative vigor to season its naïveté. The editor has provided a section, and an interesting one, entitled *Valor literario de "Cada cual lo que le toca"* (pp. 183-197), but the caption is misleading. It is not the literary value of the play, but its ideological value, that he discusses. The central thought which Rojas has expressed is an unusual variation of the "point of honor". The ordinary conception of the *pundonor* is

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familiar to all, as it has been the theme of so many famous dramas of the *siglo de oro—El médico de su honra, Del rey abajo ninguno*, etc. The husband is guardian of his wife's honor, and when the slightest suspicion falls upon her, he must at once kill the offending man, the wife, or both, according to the case. In *Cada cual lo que le toca* this sentiment of honor, the "unwritten law", which in Spain assumed the proportions of an extra-legal pagan code, is humanized somewhat. Rojas, who had taken the extreme view on many occasions, here presents a softened vision of the relative duties of husband and wife. He shows us a weak-willed man who has been married for two years to a woman whom he suspects of a previous love affair. The lover, who had once abandoned his victim, now returns, and is found to be the husband's close friend. Disregarding all sentiments of loyalty, the lover persecutes the wife, who rejects his approaches; and since the usual defender of family honor is slow to move, she accepts the responsibility and kills the intruder with the husband's dagger. Still more remarkable, the latter then forgives her her initial fault.

It is the "venganza de honor" of the popular ballads (Wolf, *Primavera*, 119, 120) except that in them there is no man whose duty it is to act. According to the editor, no dramatist of the period but Rojas gives so strong initiative to a married woman in her own defense. The pity is that he had to botch his material.

The editor touches upon a most engrossing field when he discusses (pp. 245-248) the status of woman in the Spain of the *siglo de oro*. Was she imprisoned in her house like a Moorish girl? Was she as bold and given to escapades as the *comedias* often represent her? On this point hinges largely the question whether the drama of the *siglo de oro* is even approximately realistic. In spite of much loose writing, a really scientific investigation of the subject remains to be made. Whoever treats it must not fail to cite Pierre Loti as a witness that Turkish ladies of the twentieth century slip from their homes to keep rendezvous with strangers!

Undoubtedly the unusual treatment of the *pundonor* led to the selection of this play for printing, just as the folk-lore interest attracted the editors of *La Serrana*. For Sr. Américo Castro is the author of the best-documented study of the *pundonor* yet made (*Rev. filol. esp.*, III, 1-50; 357-386). To the citation from Rojas' *Catalán Serrallonga* (cf. p. 196, n. 1., end), to the effect that vengeance is human, forgiveness divine, may be added an exact parallel in Tirso's *Escarmientos para el cuerdo*, II, 4. Tirso always declined to force the *pundonor*, and at times took an advanced rational position, as when he declared for a single standard of morals and of punishment for husband and wife (*Castigo del penséque*, I, 8).

The following are suggested as improvements in text or notes:

Cada cual lo que le toca. l. 620, for *le* read *lê*. P. 60, all speeches down to that of Isabel in l. 1702 should be marked [Aparte], but not that in l. 1708. L. 1710, read *impetüoso*. [Aparte]s in ll. 1964 and 1966. L. 1998, read arriesg[u]es. L. 2005, delete period after *cautela*. L. 2025, read "Beltrán vuelve, y assí es fuerza". Pp. 73-74, a goodly sprinkling of [Aparte]s are

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needed. L. 2120, for *iva*, read *ivâ*. Remove comma from l. 2203 and put it after 2202. L. 2575, read *Guardártele*. L. 2624, suspensive points instead of period. L. 2780, *Dese[n]gañado*. L. 2980, *tenplara* for *tenplará?* Pp. 243-244: the passages ll. 617-648 and 3308-3415 should hardly be classified as *endecasílabos pareados*, since they contain *quebrados* and some odd lines. They are on the border line between *silva* and *pareados*.

La Viña de Nabot. L. 212, spoken by Çelfa; the following by Jezabel. Ll. 285-292 need to be entirely repunctuated, thus: suspensive points after *interrumpir* and *deshacer;* exclamation points after *ventura* and *soberbia;* ll. 288, 289, 290 and 291 consist each of a question and answer (*¿Qué apeteces? Tu corona*, etc.); the first phrase of each should bear interrogation points, and a period should end each. Period after l. 292.

The linguistic notes to volume II are extremely full, and an index to them completes the usefulness of the book. R. Menéndez Pidal has formed a school of young men who are able to give us a first-class Spanish dictionary. May they decide to do it! Only as a preparation for something bigger can one justify the expenditure of so much splendid erudition on plays of the second or fourth order, when the best are not yet properly edited.

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II. PERIODICAL LITERATURE

PEDAGOGICAL JOURNALS

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6, March.—C. A. Downer, *Teaching American Soldiers a Little French.* F. W. J. Heuser, *Nineteenth Century German Literature for Undergraduates. Committee Reports of the Romance Section of the Central Division of the M. L. A.* K. McKenzie, *Manuals of French with Reference to Overseas Service.*

7, April.—W. Myers, *Elementary Language Training as Art Training.* (Students should read ideas, not words. "The idea must be prominent at all times, no matter what is the form of the class exercise." Imitation, practice, and criticism are the methods of developing skill in art, and are the ones to be employed also in the art of learning a language.) J. Moreno-Lacalle, *The Teaching of Spanish Pronunciation.* (No teacher of Spanish can afford not to read this admirable article.) R. H. Bonilla reviews Warshaw's *Spanish American Composition,* New York, 1917. M. E. Potter reviews Carolina Marcial Dorado's *España Pintoresca.*

Bulletin of High Points, II, 3, March.—L. A. Wilkins, *Pedagogics and Culture.* (In this article Mr. Wilkins says many good things. Undoubtedly the first aim of the teacher of modern languages in the high school is to give his students a practical command of the language. Literature is there taught mainly by indirect methods. We cannot in the secondary schools indulge in much discussion of periods, literary influences, and schools of writers. To discuss at length authors not read in the class would be folly. An outline course in literature probably has no place in the high school curriculum. Nevertheless, much can there be done to inspire interest in the authors read and in literature in general. The teacher must not be unappreciative of beauty. Modern language courses are more and more replacing Latin and Greek in the high schools. The classical teacher's aim was undividedly cultural, and we who replace his kind must not allow the cultural to be substituted by the exclusively utilitarian. It is important that the teacher should appreciate the high cultural value of Spanish and emphasize this in his teaching. Mr. Wilkins is right in stressing the importance of theoretical and practical phonetics and in requiring some knowledge of historical grammar. But I think he is

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wrong in saying that literature can easily be worked up by the teacher himself, and that an instructor is not so necessary here as in the case of phonetics and philology. Our summer schools are flooded with Spanish teachers who have never read the *Don Quijote*, who have never heard of Lope de Vega and Calderón. This proves that his theory does not work out in practice. Mr. Wilkins makes no mention of the importance of scientific bibliography. The student rarely gains, unaided, a sound knowledge of bibliography, still less a critical attitude toward his subject. The great stress now laid upon the methodology of teaching causes many to neglect the methodology of science. Many of us believe that an outline course in Spanish literature is one of the most essential subjects for the prospective teacher of high school Spanish to take. At the end Mr. Wilkins makes a statement out of harmony with the rest of his interesting article: "In these ways scholarship and culture may be used to offset, to supplement, to enrich pedagogics." Surely it is pedagogics which should offset, supplement, and enrich scholarship and culture. Elsewhere he has stated that pedagogy is the means and not the end.)

4, April.—L. A. Wilkins, *Wastage in Modern Language Instruction.* (A large number of students are incapable of deriving the slightest benefit from language study, probably 20 per cent in the New York city schools. An additional 10 per cent derive only a minimum of advantage. This state of things should be frankly recognized. Such dullards should be offered courses with no language requirement. Laboratory methods should be employed so that these backward cases might be promptly diagnosed. They should then be assigned to proper courses without loss of time.) *Report of the Committee on Realien of the New York State Modern Language Association, Spanish Section.* (Sample talks on the geography and history of Spain and South America.) E. C. Hills, *A Communication.* (Mr. Hills prefers the old expressions of "present and past participles" to the terminology "gerund" and "passive participle.")

5, May.—L. A. Wilkins, *Why Teach German in the High Schools?* (Mr. Wilkins is strongly adverse to the teaching of German in the high schools under present circumstances. Whether or not high school students need the subject is a question we need not discuss here; but I strongly disagree with the author when he states that the scientist—including presumably the student of language and literature—no longer needs a reading knowledge as he once did. Certainly one cannot proceed far toward a thorough knowledge of Spanish literature and philology without a reading knowledge of German. Numerous important articles and books in that tongue are never translated. I am more inclined to agree with the views of ex-President Taft as expressed in two letters printed in this same issue. On one point we are all agreed. The teaching of German must be divorced from political propaganda, and the teacher of German must point out the faults as well as the merits of German civilization.)

6, June.—L. A. Wilkins, *Spanish Pronunciation.* (This article contains many good suggestions which we hope will reach a wider audience than that for which it was originally intended.)

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The Classical Journal, XIII, 9, June.—*Editorial—In Place of German, What?* (Classical teachers feel that Latin should take the place of German from the seventh grade on. One argument is that there exists an abundant supply of competent Latin instructors, whereas the supply of skilled teachers of French and Spanish is short. We cannot agree with the statement that the Romance languages do not enrich the student's English vocabulary to the extent that Latin does.) G. S. Painter, *The Problem of Language Study.* (The author argues for Latin on the ground of its practical utility. Latin and German, he thinks, are the two basal languages to be given preference in planning the high school curriculum. We fear that this article will not make many converts at the present time. Though their tone is moderate, both of these articles are directed against the subject of Romance languages.)

Education, XXXVIII, 7, March.—Mary G. Smith, *The Foreign Child and the Teacher.* A. L. Hall-Quest, *Teaching What Nature Demands.*

8, April.—R. W. Kelly, *The Relation of the College of Liberal Arts to Vocational Guidance.* H. L. Clapp, *Pupil Self-Government.* G. A. Coe, *The Relation of Purpose or Intent to Results in Learning.*

9, April.—*The New England Association of Colleges and Secondary Schools. Announcement of the Meeting and Program.* R. J. Ally, *The War and Secondary Schools.* J. M. Thomas, *The War and Men's Colleges.* (Colleges should work toward the socializing of society, so rapidly developing under war conditions.) Lewis Perry, *The School and College High Brow.* (The author of this article, the head of an important eastern preparatory school, classes research investigators among intellectual snobs.) Charles W. Eliot, *Educational Changes Needed for the War and the Subsequent Peace.* (The president-emeritus of Harvard thinks that great changes in education are impending. First there will be better and more systematic training in gymnastics and hygiene. Rifle-shooting should be made a national sport. Ethics should be given a more important place. "To increase and diversify the training of the senses should be the primary object in the reconstruction of programs; hence, much more time than is now allotted to drawing, music, and laboratory work in the sciences should be at once provided, and all teaching should be made as concrete as possible.") Charles W. Eliot, *The Modern School.* (A description of the methods employed in the Lincoln School. The all-important thing, Mr. Eliot thinks, is "systematic training in observing, recording, and inferring justly." He does not approve of the total exclusion of the classics from the curriculum of this school.) Paul Shorey, *The Modern School.* (A brilliant defense of the classics, written in this author's most trenchant style. One of his minor points is that, as society is constituted in the United States, any modern tongue may be used for propaganda purposes. Hence Latin should be substituted for German, French, and Spanish in the grades.) A. E. Stearns, *Education and the New Order.* O. W. Caldwell, *An Experimental School.*

Monatshefte für deutsche Sprache und Pädagogik, XIX, 3, March.—P. P. Claxton, *On the Teaching of German in American Schools.* F. Betz, *First Year Work in German—Some Experiences.* ("Any method, to be suc-

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cessful, must be used with conviction; that is, the teachers must believe in the method. Now with the best intentions in the world, radical or far-reaching reforms will not be successful in the long run if they are forced on a body of teachers all at once." There follow many practical suggestions regarding the planning of the first year course.) *Zur Methode des fremdsprachlichen Unterrichts.* (This article, copied from the "Schweizerischen Lehrerzeitung," gives a clear account of methods in vogue in Switzerland, Germany, and France.)

4. April.—M. Schutze, *Marion D. Learned: Ein Nachruf* (Obituary). *Zur Methode des fremdsprachlichen Unterrichts* (continued). E. C. Roedder, *The Scope and Method of Folklore Story.* (An excellent article.)

5. May.—F. J. Jenny, *A Survey of the Preparation of Teachers of German in the High Schools of the United States.* J. D. D. Deihl, *Adjusting Instruction in German to Conditions Imposed by the War.* (A patriotic article, admirable in tone. Many common-sense suggestions are offered to those teaching the subject. An appeal for tactfulness on the part of German teachers.) *Third Annual Meeting of the Association of M. L. T. of the Central South and West.*

6. June.—Olga Moeller, *The German Language Will Never Die.* ("America is now looking at German through emotion-colored spectacles, which make the most beautiful landscape resemble boiled spinach." This is a fair example of the style of the whole.) Florence G. Jenny, *A Survey of the Preparation of Teachers of German in the High Schools of the United States* (continued). L. L. Stroebe, *Der deutsche Unterricht und die deutsche Kunst.*

The School Review, XXVI, 3, March.—Olivia Pound, *Social Program for the High School.* C. O. Davis, *High-School Observation Work.* F. E. Moody, *Correlation of Professional Training with Teaching Success.*

4. April.—P. C. Stetson, *Statistical Study of Enrollment, Junior High School.* A. C. Meier, *Program-making in Central High School, St. Paul.* G. W. Willett, *Supervised Study.*

5. May.—W. C. Bagley and C. H. Judd, *Enlarging the American Elementary School.* C. O. Davis, *Junior High Schools in the North Central Association Territory.* A. Hall-Quest, *How to Introduce Supervised Study.* W. S. Wake, *The Failing Pupil in the High School.*

6. June.—J. L. McConaughy, *Germany's Educational Failure.* (A severe arraignment of the Volkschule. Whatever we may think of Germany and the Germans, we merely make ourselves ridiculous when we talk of "Germany's failure" in educational matters.)

The Elementary School Journal, XVIII, 7, March.—L. S. McLeod, *Influence of Increasing Difficulty of Reading Material Upon Rate, Errors, and Comprehension in Oral Reading.*

8. April.—L. L. Mangun, *Some Junior High School Facts Drawn from Two Years of the Six-six Plan at Macomb, Illinois.*

9. May.—J. P. O'Hern, *Practical Application of Standard Tests in Spelling, Languages, and Arithmetic.*

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School and Society, VII, 171.—P. Smith, *Limitations of State Control in Education.* "It is a matter of common knowledge that to-day in America, the richest country in the world, hundreds of thousands of children sit under untrained and underpaid teachers. This is so because we cling to the neighborhood idea of initiative, support, and control of education." What the state should do, and what the community should do.) V. L. Strickland, *The War and Educational Problems.* (The demoralization of schools in England and France was one of the early results of the war. Efforts to remedy these evils.)

172.—R. T. House, *The Teaching of French in the Army.*

173.—S. S. Colvin, *The Most Common Faults of Beginning High School Teachers.* S. Rosenstein, *Social and Educational Standards in a Democracy at War.*

178.—*The Effect of the War on Schools in Germany.* (This article, translated from a German newspaper, states that education is very much demoralized in Germany at present. Standards are low, teachers few, there is much combination of courses, graduation comes two years earlier, juvenile delinquency is very great, etc.) A. Lawrence Lowell, *Academic Freedom.*

179.—D. Rosenstein, *A Crucial Issue in War-Time Education—Americanization.* C. H. Judd, *A Curriculum for School Administration. German in the Schools.* (German has been eliminated from the schools of New York, Philadelphia, St. Louis, Baltimore, Newark, and Trenton, to mention only a few of the larger cities. In New Jersey the state board of education has requested all district superintendents to instruct the teachers under them to substitute Spanish for German wherever possible. Similar news is coming in from many different sections. Where nothing more is done, objectionable text-books are being discarded.)

180.—R. M. McElroy, *An Appeal from The National Security League to the Teachers of America.* ("We urge public-school teachers to stick to their posts in this great crisis. We urge boards of education to keep the schools at the highest point of efficiency. We must not starve democracy at the root and source. We must not grind the seed-corn.")

181.—J. C. Brown, *State Normal Schools and the War.* F. S. Breed, *War Work for High Schools. Modern Languages and "Modern Studies."* (This article, quoted from the "British Medical Journal," states that a committee appointed in 1916 by the British prime minister has recommended that Latin should no longer be compulsory even for an arts course, and that modern languages and their history and literature should be placed on an equality with the similar learning of Greece and Rome. This is revolutionary for England and a far cry from the advice given by Mr. Gladstone to a public school commission appointed by his government in 1861. He regarded the position of modern studies as "ancillary and therefore to be limited and restrained without scruple.")

Modern Language Teaching, XIV, Feb.—Edward Nicholson, *Diphthongs and Palatals.* F. A. Ellis, *The Place of Phonetics in School French Courses. Who Shall Teach Modern Languages?* (The question of the native versus the foreign instructor is here debated. Modern language teach-

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ers in England are frankly assuming the attitude of a trade union. They hold that as Englishmen are never given places as modern language teachers in German and French governmental schools, turn about is fair play. The foreign instructor is held to be not only inefficient, but cheap. As long as there is an unlimited supply of cheap foreigners the natives can never hope to receive adequate salaries. Many teachers, notably the phonetician Ripman, take a different attitude. Ripman looks for an interchange between English and American teachers after the war.) (A professorship of Portuguese is soon to be established in London University. It is a pleasure to read that the teaching of Mr. Fitzmaurice-Kelly at that university is arousing the greatest enthusiasm for things Spanish. "He is at the head of a fully equipped school at King's College, with lecturers working under him, and a large number of students taking advantage of the tuition. The Spanish movement, indeed, is spreading from King's College to the universities generally and to the public, so that Spanish, it is hoped, will take its place side by side with the other modern languages in a national scheme of education." These words are quoted from "The Westminster Gazette.")

2, March.—D. O. Prior, *The Place of Philology in the Training of the School Teacher.* (An admirable article throughout. The practical advantages of a knowledge of philology are stressed. "To be certain of his facts, the teacher must have a knowledge of the three sides of his subject—historical, literary, and philological. If one branch has been omitted in his training, he must later on make up for his deficiencies by means of much reading, often ill-advised and useless. Or he remains satisfied with his few facts, much to the detriment of his pupils. Lack of definite knowledge cannot be replaced by means of skill in teaching or imagination in the choice of methods." These last words are worth remembering in these days when so much stress is laid upon mere methodology.)

Les Langues Modernes, XVI, 1, Jan.-Feb.—J. Langlais, *Le Français dans l'enseignement secondaire espagnole.* (There are no chairs of the French language and literature in Spanish universities, only chairs of Romance philology. In the secondary schools the French course lasts two years, three hours a week. The teachers are badly prepared, the text-books antiquated. The direct method is unknown.) M. Garnier reviews Maurice Caullery's *Les universités et la vie scientifique aux États-Unis.* (M. Garnier agrees with the author that French universities suffer from a too rigid state control. Both admire the liberty of American universities and the support granted them by the public.)

2. April-May-June.—C. Pitollet, *Un livre de Unamuno.* (A review of Julián Sorel's *Los hombres del 98: Unamuno.* Ditto, *Apropos de l'article de M. Langlais.*

Revue Universitaire, XXVII, 3, March.—Anon., *Le rôle de l'Amérique dans la guerre.* Mlle. H. Guenot, *Mémoire et Culture.* (A reply to the criticism that French education is too much directed toward the cultivation of the memory.)

5. May.—E. Besch, *Le lycée et l'école primaire.*

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Revue de l'Enseignement des Langues Vivantes, XXXV, 2, Feb.—C. Pitollet, *L'Année littéraire 1917 en Espagne.* (Pitollet finds that the past year has been characterized by great activity on the part of publishers but by only slight energy on the part of authors.) C. Pitollet, *Sur un palais qui brûla dans la neige.* (An account of the destruction of La Granja.) Anon., *Faut-il apprendre l'allemand?* (The views of John Burroughs are commented upon.)

3, March.—C. Pitollet, *Comment vit le patriarche des lettres espagnoles.* (An interesting picture of Benito Pérez Galdós in his old age.)

4, April.—Anon., *Un conte inédit des frères Grimm.*

SCIENTIFIC JOURNALS

The Romanic Review, IX, 1, Jan.-March.—H. R. Lang, *Notes on the Meter of the Poem of the Cid,* III, 3 (conclusion). (In this number Mr. Lang ends his highly important series of articles on Spanish epic origins. He believes in the antiquity of Spanish balladry, but refuses to admit that the *romances viejos* are merely the débris of longer epics. He believes them to be of independent origin and to have developed in connection with choral song and ritual.) Max Krepinsky, *Español Anchova.* K. W. Parmelee, *Gringo.* (The author has been unsuccessful in establishing the etymology of this word; but it seems to be proved beyond a doubt that the word is of Spanish origin and much older than the war of 1846. Hence the common belief that it comes from "Green grows, etc.," is exploded.) J. I. Cheskis, *Ladino Meldar and Almuñar.* (An etymology proposed for Old Spanish: *meldar.*) P. Henriquez Ureña, *Las nuevas estrellas de Heredia.* (Passages from Spanish poems which possibly influenced the great French poet.)

Modern Language Notes, XXXIII, 4, April.—M. Romera-Navarro reviews S. L. Millard Rosenberg's *Las Burlas Veras, comedia famosa de Ixlian de Armendariz,* Philadelphia, 1917. (Minor faults indicated.) J. W. B. reviews E. C. Moor's *Fifty Years of American Education. A Sketch of the Progress of Education in the United States from 1867 to 1917,* New York, 1917.

5, May.—S. M. Waxman reviews Hills and Ford's *First Spanish Course.* J. de Perott, *The Spanish Idiom: fonda en.*

The Modern Language Review, XIII, 2, April.—B. Sanin Cano reviews three works by the Colombian poet, Rafael Pombo: *Poesías,* Bogotá, 1916-17. *Traducciones poéticas,* Bogotá, 1917; *Fábulas y verdades,* Bogotá, 1916.

Boletín de la Real Academia Española, V, 21, Feb.—E. Cotarelo, *Dramáticos españoles del siglo XVII: Alvaro Cubillo de Aragón.* (One more of this author's interesting studies devoted to the minor dramatists.) N. Alonso Cortés, *El teatro en Valladolid* (continued). M. de Toro Gisbert, *Ensayo de una sinopsis de nombres científicos y vulgares de animales de la America española* (continued). J. Alemany, *De la derivación y composición de las palabras en la lengua castellana.* J. Alenda, *Catálogo de autos sacramentales, historiales y alegóricos* (continued).

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Bulletin Hispanique, XIX, 4, Oct.-Dec.—P. Paris, *Promenade archéologique à Bolonia (province de Cadix).* G. Cirot, *Appendices à la chronique latine des rois de Castille* (continued). G. Cirot, *L'Espionnage en Espagne au temps de la reconquête.* (The "false Christians" played a rôle somewhat similar to that of the "false pacifists" of the present day.) A. Morel-Fatio, *Une lettre de Sainte Thérèse.* G. Cirot, *René Costes.* (An obituary of this young French Hispanist who had devoted himself to the study of Antonio de Guevara and Pedro Mexia.) St. C. reviews A. Palacio Valdés' *La guerra injusta. Cartas de un Español,* Paris, 1917.

Revista de Filología Española, IV, 3.—A. Reyes, *Un tema de "La vida es sueño," El hombre y la naturaleza en el monólogo de Segismundo* (concluded). (Pliny and other writers upon whom Calderón drew for his ideas regarding man's place in nature.) P. Barrsils, *Fòssils de la llengua.* A. Castro and S. Gili, *Y todo.* P. Henríquez Ureña, *Notas sobre Pedro Espinosa.* (As regards the influence of Espinosa upon Espronceda, nothing is added to what Menéndez y Pelayo had previously indicated in his speech of reception to Rodríguez Marín, delivered before the Spanish Academy in 1907.) Galo Sánchez, *Datos jurídicos acerca de la venganza del honor.* (Previous writers upon Spanish honor have made little use of legal sources. This author not only describes the laws regarding adultery in vogue during the renaissance period, but cites several cases from real life. Short as the article is, it is very suggestive to the student of honor.) J. Rubió Balaguer, *Los códices lulianos de la biblioteca de Innichen (Tirol).*

IV, 4.—A. Reyes, *Sobre Mateo Rosas de Oquendo. Poeta del siglo XVI.* T. Navarro Tomás, *Cantidad de las vocales inacentuadas.* R. Menéndez Pidal, *Una poesía inédita de Fray Luis de León.* J. Gómez Ocerín and R. M. Tenreiro, *Una nota para "El Remedio en la desdicha" de Lope. El Soneto de Venus y Palas.* (In this number are reviewed many important books on Cervantes which appeared in 1916. Most noteworthy is A. Castro's review of Marín's critical edition of the *Don Quijote.* He points out, what few Spanish reviewers have done, that the editor, in spite of his great reputation, is very weak in his knowledge of linguistics and fails to consult even some of the most obvious modern authorities. He also fails to control much of what has been published on Cervantes abroad. But the great merits of the work are generously recognized. J. Serrailh reviews Marín's edition of *La ilustre fregona* and N. Alonso Cortés' *El Licenciado Vidriera.* J. Gómez Ocerín reviews Vélez de Guevara's *La Serrana de la Vera* (edited by the Señores Pidal). (Rather than a review of the work in question, this is a reply to certain foreign reviews of the same.)

V, 1.—R. Menéndez Pidal, *Autógrafos inéditos del Cid y de Jimena en dos diplomas de 1098 y 1101.* (Authentic signatures of the Cid and his wife, Jimena, accompanied by an important historical study of the documents here printed. It is proved that the Cid was an educated man. Menéndez promises a new biography of the Cid.) A. Castro, *Adiciones hispánicas al "Diccionario etimológico"* de W. Meyer-Lübke. F. J. Sánchez-Cantón, *Siete versos inéditos del "Libro de buen Amor."* Samuel Gile, *Algunas observa-*

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ciones sobre la explosión de las oclusivas sordas. P. Henríquez Ureña, *Nuevas poesías atribuídas a Terrazas.* (In this number there is a continuation of the reviews devoted to books and articles on Cervantes, published during the centennial of 1916.) F. A. Icaza reviews M. García Moreno's *Catálogo paremiológico,* Madrid, 1918.

Revue Hispanique, XLI, 100.—R. Foulché-Delbosc, *Notes sur le Buscón.* (This article contains the critical apparatus omitted from his recent edition of *La vida del Buscón,* New York, 1917. The emendations here offered explain away most of the difficulties which have so long puzzled scholars. This is a work of the first importance.) *El Ibis de Publio Ovidio Nasón.* Publícalo S. López Inclán. *La famosa Toledana,* by Juan de Quiros, jurado de Toledo, published by Rachel Alcock. (The text of a play by a little known pre-Lope dramatist, edited with very few notes. The play is dated 1591, is written almost entirely in *redondillas* and contains no *figura de donaire.* It seems almost certainly to be the same play as that in the Parma library, described by Restori, and bearing the title: *El Toledano vengado y del famoso trato de Toledo.* The weakest point in Miss Alcock's work is that she, knowing this fact, has not fully investigated the relationship between these plays. A photograph or a copy of the Italian MS. might easily have been obtained. The editor has written a very full introduction containing the results of her researches on Quiros made in the municipal archives of Toledo. That period of Quiros' life when he was a jurat has been well studied. It has been impossible to find material on other periods of his life.) Abel Alarcón, *La literatura boliviana (1545-1916).* (Wordy generalities.) Alfredo Giannini, *Il libro X dei Pensieri diversi di A. Tassoni e la Ingeniosa comparación de lo antiguo con lo presente di Cristobal de Villalón.* (An interesting study in comparative literature. The Spaniard seems to have influenced the Italian.) Anon., *A propos du mot refrán.* Anon., *Anciens instruments de musique.* A. M. Espinosa, *Nota adicional al Romancero Nuevo Mejicano.* (A very interesting new variant of *"Por el rastro de la sangre."*) M. L. Guzmán, *Cuatro sonetos atribuidos a Gongora.* P. Henríquez Ureña, *Campoamor.* (A brief biography and critical appreciation, accompanied by a useful little bibliography of studies on Campoamor.)

XLII, 101.—Hugues Vaganay, *Bibliographie Hispanique extra-péninsulaire. Seizième et dix-septième siècles.*

102.—H. Peseux-Richard, *Armando Palacio Valdés.* (One of the fullest and best critical appreciations of this author that has yet appeared.) R. Foulché-Delbosc, *Bibliographie de Mateo Alemán, 1598-1615.* (Descriptions of the editions of the eight known works of Alemán within the time limits indicated; also of Martí's continuation of the *Guzmán de Alfarache.* Two of the translations from Horace are reprinted. The first edition of Martí's (Valencia, 1602) work is described for the first time. The unique copy belongs to the author. Five 1599 editions of the first part of the *Guzmán* are described and eleven of the following year. The *princeps* of the second part was Lisbon, 1604. Thanks to M. Foulché-Delbosc, we are now on firmer ground in the matter of Alemán's bibliography.) A. Coster, *Poésies*

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inédites de Herrera. (Four short poems.) Maurice Guillemot, *L'apocalypse de Jauregui.* (A series of 24 engravings by the friend of Cervantes to whom is attributed the alleged portrait.)

Revista de Archivos, XXII, Jan.-Feb.—G. Vázquez Núñez, *El padre Francisco Zumel, general de la Merced y catedrático de Salamanca (1540-1607).* C. M. del Rivero, *El ingenio de la Moneda de Segovia.* M. Jiménez Catalán, *Don Gregorio de Brito, gobernador de las armas de Lérida (1646-1648.)* Adolfo Poschmann, *Algunos datos nuevos y curiosos sobre el monumento de don Felipe "el Hermoso" y doña la Loca, en la Real Capilla de Granada.* Cristóbal Espejo, *Clérigos y damas (caprichos del folklore español).* J. F. V. Silva, *Elogio de Vaca de Castro por Antonio de Herrera* (conclusion.)

Revista Crítica Hispano-Americana, III, 3.—Conde de Peña Ramiro, *Itinerarios de España. En automóvil de Madrid a Salamanca.* M. A. Orti Belmonte, *Nuevas notas al Fuero de Córdoba.* (These notes are historical and legal, not philological.)

4.—M. Artigas, *Lobo Lasso de la Vega.* (Bibliographical notes taken from the inedited *papeletas* of Gallardo.) Orti Belmonte, ditto (conclusion). A. Bonilla y San Martín reviews Vélez de Guevara's *La serrana de la vega* (edition of the Señores Menéndez Pidal), Madrid, 1916. (The reviewer prints an additional *romance* on this theme. He sides with Buchanan, rather than with the editors, as regards the question of the dating.) Ditto reviews *La ilustre fregona* (edition of F. Rodríguez Marín, Madrid, 1917.) (A laudatory review with a number of valuable rectifications.) Ditto reviews *MDXXXXIX. Libro de refranes, copilado por el orden del ABC.* De Mosén Pedro Vallés, Madrid, 1917. (We are fortunate to possess a reprint of this rare work.)

Revue des Langues romanes, LIX, 3-6, May 1916-Dec. 1917.—A. T. Baker, *Vie de Sainte Marie l'Egyptienne.* (A chapter is devoted to the Old Spanish version. The legend and its sources are carefully studied.)

Revue Historique, CXXVII, 1, Jan.-Feb.—M. Wilmotte, *La patrie de Waltharius.* (An important contribution. Interesting to Spanish scholars from the connection with the Gaiferos ballad.)

Revue politique et parlementaire, XCIV, March.—E. Lémonon, *Les élections espagnoles.*

The Scientific Monthly, VI, 2, Feb.—R. W. Thatcher, *The Relation of the State Universities to Research in War Times.* ("My suggestion is that we 'sit tight' and perform our regular duties in the most efficient way possible until it becomes clearly apparent what special emergency service each one of us can render to the government." "The making of a skilled research worker is a long-time process at best, and we ought at this time to increase rather than decrease our research teaching, and, if possible, to speed it up by concentrated work.")

The Journal of American History, XII, 1, Jan.-March.—J. H. Manning, *Cuba our Ally.*

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The Southwestern Historical Quarterly, XXI, 4, April.—E. C. Barker, editor, *Minutes of the Ayuntamiento of San Felipe de Austin, 1828-1832, II.*

Tennessee Historical Magazine, III, 4, Dec.—A. Henderson, *The Spanish Conspiracy in Tennessee.*

Giornale Storico, XXXVI, 212-3.—A. Farinelli reviews Benedetto Croce's *La Spagna nella vita italiana durante la Rinascenza.* (An important review of an important book. Farinelli displays his usual vast bibliographical erudition, and this article, together with the book which inspired it, can be used as a complete bibliographical guide by one studying the interrelations between Spain and Italy.) Domenico Bulferetti reviews Farinelli's *La vita è un sogno.*

POPULAR JOURNALS

The Nation, CVI, 2759, May 18.—N. N., *A Painter of Spain.* (Zuloaga.)

2763, June 15.—W. S. Robertson, *The Wilson Doctrine in South America.*

The Outlook, May 29.—Rear-Admiral C. F. Goodrich, *Shall We Teach German in Our Public Schools?* ("In view of our large and increasing trade relations with these neighbors of our hemisphere, it would seem as if instruction in Spanish should hold the right of way; yet it finds a place, and a minor one at that, in few public school curricula." The author believes that few teachers of German present their subject in a critical way. They stress only the admirable features of German civilization, keeping their students in the dark concerning the sinister side of things German. He therefore thinks that German should be abolished in the public schools, for the present at least.)

Poet Lore, Jan.-Feb.—Jacinto Benavente, *The Governor's Wife,* translated by John Garrett Underhill. (This has appeared previously in book form.)

The Unpopular Review, IX, 17, Jan.-March.—*Latin America and the Monroe Doctrine.*

The Contemporary Review, 629, May.—S. de Madariaga, *The Elements of Future Spain.* H. Grahame Richards, *The Political Condition of Mexico.*

The New Europe, VII, 80, April.—*Guide to the Foreign Press: III (Spain).* (The best account that has yet appeared of the attitude of Spain's leading newspapers toward the war.)

The Nineteenth Century, 492, Feb.—E. J. Dillon, *The Plight of Spain.* (Deals chiefly with the rebellious attitude of the army.)

494.—Cloudesley Brereton, *A Defense of the Modern Humanities.*

Mercure de France, CXXVI, 473, March.—A. F. Herold, *L'Espagne en 1917.* (The revolt of the military juntas.)

Cuba contemporánea, VI. 1, May.—R. de Cardenas, *La política de los Estados Unidos en el continente Americano, III.*

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La Lectura, XVIII, 205, Jan.—J. Francos Rodríguez, *La vida de Canalejas* (continued). J. R. Lomba y Pedraja, *Mariano José de Larra (Fígaro) como escritor político.* J. Deleito y Piñuela reviews R. Blanco-Fombona's *Grandes escritores de América (siglo XIX).*

206, Feb.—J. Francos Rodríguez, ditto, continued. J. R. Lomba y Pedraja, ditto (continued). J. Deleito y Piñuela reviews José Ingegnieros' *La cultura filosófica en España,* Madrid, 1916.

207, March.—J. F. Rodríguez, ditto, continued. P. P. A. reviews Alfonso Reyes' *Sobre Mateo Rosas de Oquendo, Poeta del Siglo XVII,* Madrid, 1917.

Bulletin of the Pan-American Union, Jan.—H. M. Wright, *El Salvador of the Magic Table Lands.* B. I. Miller, *Some Andean Sulphur Deposits.* Anon., *Latin American Foreign Trade as Affected by the War.* W. A. Reid, *Glances at Petroleum Development in Latin America.*

Feb.—E. Albes, *Santiago, Chile's Charming Capital.* H. M. Wright, *A Traveler in Northern Colombia.* W. A. Reid, *A New Gateway to the Heart of South America.* Anon., *The Essential Conditions of Foreign Trade.*

March.—W. A. Reid, *Lima: The City of the Kings.* Anon., *Latin American Trade: Grain and Sugar Exports.* Anon., *Work of the American Museum of Natural History in Colombia.*

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III. BIBLIOGRAPHICAL NOTES

The list of books that comprises our GENERAL BIBLIOGRAPHY in this number represents to the value of about $100 some of the best material that appeared in Spain in 1917. As an analysis of that list, the following notes may not be entirely devoid of interest.

Among cultivators of the drama we meet the Álvarez Quintero brothers with the one-act comedy, *Los ojos de luto,* and a comic opera entitled *La casa de enfrente;* Linares Rivas with a two-act comedy, *Como hormigas . . .*; Martinez Sierra with *Para hacerse amar locamente;* Rey Soto with *Amor que vence al amor;* Rincón Lazcano and Montesinos with a musical comedy, *La Alcaldesa de Hontanares;* and the great Catalan dramatist Guimerá, who won a triumph with his peace play, *Jesús que vuelve.* To these we should add *El rey ciego,* a tragedy in three acts and in verse, by Adolfo Aponte. The town council of Madrid has announced an open public literary contest for plays of three or more acts. The jury unanimously awarded the prize to Adolfo Martinez for the above-mentioned play, which later was staged with great success in the Teatro español in Madrid.

For criticism of the ultra-modern drama we have a volume by Ramón Pérez de Ayala entitled *Las máscaras,* which is announced as volume I of a series of such essays. It contains critical articles concerning certain works of Galdós, Benavente, the Alvarez Quintero brothers, Arniches, Villaespesa, and Morano.

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The novel is represented by José Francés with *La peregrina enamorada;* Hoyos y Vinent with *Los cascabeles de Madama Locura* and *Novelas aristocráticas;* López de Haro with *Los nietos de los celtas;* Pedro Mata with *La catorce;* and Carrère with *La voz de la conseja,* which is a selection of some of the best short novels and tales by a goodly number of the leading writers. To these should be added *Paraíso perdido* by Joaquín Dicenta, who died last year, and of whom we already have a posthumous work entitled *Mujeres (estudios de mujer).* Nor should we forget the second edition of *Volvoreta* by Wenceslao Fernández-Flórez. This is a novel that was awarded a prize in a public contest held by the Círculo de Bellas Artes.

Scholarly criticism and critical reproductions of classical works are fairly well represented in the list. Of Cervantine criticism we have the following works: By the brilliant literary historian, Bonillà y San Martín, *De crítica cervantina;* by the distinguished Mexican Ambassador to Spain, Icaza, *Supercherías y errores cervantinos puestos en claro;* and a Spanish translation by Solalinde of the volume on *Cervantes* by the Italian scholar Paolo Savj-Lopez. Of that mordant critic Clarín we have an interesting volume of selections with a prologue and commentary by his brilliant successor, Azorín. Scholarly critical editions are represented as follows: Cervantes' *La ilustre fregona* is by the National Librarian, Rodríguez Marín, who thus once more puts under obligation to him all scholars who are interested in the twelve scintillating *Novelas ejemplares.* Juan de Dios Huarte's *Examen de ingenios,* a work which was written in 1575, has just been recast with a prologue by Federico Climent Terrer. This work is volume VII of a set called *Biblioteca de Cultura y Civismo,* and is a careful study, brought up to date, of the conditions which distinguish each individual in order to determine his aptitudes. The Junta para ampliación de estudios e investigaciones científicas, through its Centro de estudios históricos, has published three important works. The first two are: Vélez de Guevara's *La serrana de la vera* (by that unequaled pair of scholars, Menéndez Pidal and his wife), and Rojas Zorrilla's *Cada qual lo que le toca* and *La viña de Nabot* (by Américo Castro). These two works form volumes I and II of a series entitled *Teatro antiguo, español.* The third work is entitled *Dos romances anónimos del siglo XVI* (by H. Thomas).

Those of our teachers who are interested in historical matters, treated scientifically and yet not technically, will welcome the following works: Honorio Alonso Rodríguez, *Algo sobre la fundación de la Orden de Calatrava* (this order has always disputed the primacy of foundation with that of Santiago, and the present author supports the claim of Calatrava); Julio Hoyos, *El Solar de Arias Gonzalo* (which deals with the celebrated events connected with the early history of Zamora); and Eduardo de Laiglesia, *La mujer en los libros de caballerías* (which is a lecture that was delivered before the Unión de damas españolas).

Those who are interested in the biography of great characters will find much to interest them in the two volumes of the *Recuerdos de mi vida* by Ramón y Cajal. The first volume is devoted to the author's infancy and

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youth, and the second to his scientific labors. Both volumes are highly illustrated and the edition here mentioned is the second edition. For those who do not care to read the life of the greatest histologist in the world today, but who prefer to read the lives of saints and martyrs and of those less saintly, we mention Eugenio Noel's *Vidas de santos, diablos, mártires, frailes, clérigos y almas en pena;* and for those who are interested in mysticism we recommend the *Castillo interior* of Santa Teresa de Jesús in the new edition collated from the original manuscript by Luis Carlos Viada y Lluch, and preceded by a eulogy of the saint by Miguel S. Oliver.

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HISPANIA

VOLUME I December, 1918 NUMBER 4

SPANISH AS A SUBSTITUTE FOR GERMAN FOR TRAINING AND CULTURE

(A paper read before the Modern Language Section of the National Education Association at its meeting in Pittsburgh, July, 1918.)

Mr. Chairman, Ladies and Gentlemen:

It is high time that we, as the recognized representatives of the American educational system, took full cognizance of the need of a reorientation of the modern language work in the schools of our country. Let us hope that our meetings today and tomorrow may be indeed a national conference on the modern language situation, a conference characterized by frank discussion and really constructive suggestions.

When I accepted the invitation of Professor Fife to speak on the topic, "Spanish as a Substitute for German for Training and Culture," it seemed to me unfortunate that two of the words in the topic bore a certain flavor of ill-repute. I refer to "substitute" and "culture." Then I reflected that if such be the case, it is not the fault of us American teachers. "Substitute" in the form of "Ersatz," and "culture" in the guise of "Kultur," had not their origin in our land or language. Substitutes and substitutes for substitutes are offered today in Germany. These substitutes, be they chopped straw for wheat flour, mendacity for truth, paper for cloth, militarism for national freedom, composition for leather, piracy and murder for international law, the "good old German god" for the true God, are all the substitutes of an inferior for a vastly superior article, quality or principle. It is in no such sense, I assure you, that I offer Spanish as a substitute for German in our educational scheme. I

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offer a superior for an inferior article to provide training and culture for American youth.

We in this country spell culture with a *c*. We have rejected unmistakably the *k*, despite the claims made for the *k*-form of the word by such persons as Dr. Hexamer, president of the German-American Alliance, who said in November, 1915: "We will not permit our Kultur of two thousand years to be trodden down in this land (the United States). Many were born here and are giving our German Kultur to the land of their children. . . . Let everyone be strong who steps forward and battles for German Kultur. Let him be strong and German. Consider, you German pioneers, that we are giving this people here the best thing that there is on earth—German Kultur." We have declined without even tendering thanks in return for the offer. So I say, it is of culture spelled with a *c*, in the United States, in France, in England and in South and Central America that I would speak today. And in the development of that culture, the study of Spanish is to play an increasingly large part.

What did—I use the past tense—what did the study of German provide in the way of training and culture (with a *c*) for Americans? To offer fittingly a substitute we must know the worth of the original. The advocates of German told us (and still tell us, some of them) that the study of the German language produces more brain loops than does the study of any other modern language; that the intricacies of noun and adjective declensions and of word order develop in some way mental power that can not be developed in French, or Spanish, or Italian. But if such points make for superiority in an instrument of training or discipline, Latin and Greek are far superior to German. I note, however, no strong claims were made that the study of German developed, as a reflex, precision and clearness in expression in English. No; we must turn to French for those qualities. The study of German, because of the cumbersome and awkward word order of the language, made for indirectness rather than directness in English expression. As Oliver Wendell Holmes said: "German is a language that goes stern foremost except under the most expert direction." Nor has the study of German contributed to an insight into English word formation and derivation. A knowledge of Anglo-Saxon provides, it is true, that insight into the origin and history of English words.

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The languages of the high school curriculum that afford most insight into the derivation of English words are Latin and French and Spanish.

This much for the value of the mental training offered the American student by a study of German. What of the cultural value, spelling culture with a *c*?

The cultural value of any language lies very largely in the literature written in that language. I am the first to admire the writings of Germany's Golden Age of literature, the works of Goethe, Lessing and Schiller. I shall never forget the genuine enjoyment I experienced in my college days in reading Goetz von Berlichingen, Faust, Hermann und Dorothea, etc. The sheer beauty of Goethe's lines, hampered though it is by the awkward medium of expression, is a pleasant memory. But Germany has so sadly changed since Goethe's day. And I like to believe, and do believe, that did he but live today, his invective against present-day Germany would bring terror to those who have worshipped at the shrine of Hauptmann, Sudermann, Nietzche, Treitschke, Bernhardi and all their inglorious ilk, whose preachments in various forms have so foully poisoned their fellow-countrymen. But since neither Goethe, nor any other has risen from the dead or from among the living to cleanse Germany of her dread disease (which, of course, has penetrated deep to the roots of the whole German nation), it is folly to urge the further study of German in the United States for the sake of culture. The American people of today and of many generations to come will be in no mood to listen to pleas that German be taught so that young Americans may read at first hand Goethe, Schiller, or Lessing. As the person in charge of modern languages in the high schools of New York City since February, 1917, I have had to face this problem of what to do about the study of German more directly, possibly, than some of you. Until the middle of the past school year, I felt it would be unwise to have German removed from our schools, chiefly for the value inherent in the older and worthier German literature. I realized that my stand was not a very tenable one, and as time passed, I saw more clearly the weakness of that view. Finally I appeared with others before the Board of Superintendents and asked that they discontinue the teaching of German in the high schools (it with other foreign languages had already been removed from the elementary schools), by allowing

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no more beginning classes in that language to be formed beginning with September, 1918. That Board so ruled by a vote of 7 to 2 and the Board of Education unanimously adopted a resolution to this effect.

The German language, the German literature, German art, German universities, German science, German culture and the entire German civilization have been vastly over-rated here and in other lands. We have had far too much teaching of German in our schools. It was fast becoming the second language of our nation. And I personally believe that it was taught chiefly for the purposes of furthering propaganda originating in Berlin. We need German, I believe, and only to a limited extent even there, in our colleges and universities. It is fast approaching zero in the high schools and will soon disappear altogether and should so disappear from those schools so far as any value it may have for purposes of training and culture. Other subjects will supply plenty of training and culture that does not bear the mark "made in Germany." The question is, What shall we put in place of this subject which occupied so ample a position in our program? I would say French and Spanish; also Italian and Portuguese. We have had far too little of the teaching of these languages. I cannot refrain from asking at this time whether, after all, there has not existed a greater real community of ideas and ideals than was suspected until recently, between our own Anglo-Saxon race and those peoples that speak in tongues derived from that of the Romans, the Americans of other days.

I realize that many educators would substitute for German the study of Latin or Greek. I assure you I do not decry the study of Latin. There is much I should like to say on that score, but time lacks. I must content myself with saying that I believe a Romance language (preferably Spanish, because of its greater similarity to Latin) should be studied first as a foundation from which to build *up to* Latin. Briefly, the times in which we live, the children we have to teach in high school, and the principles of pedagogy and psychology that we all accept, indicate the validity of that view.

But another compelling reason why the ancient languages should not be given the place left vacant by German is the great national need of a knowledge of Romance languages. We are a world power now and forever shall be. Our "splendid isolation"

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as a nation, about which we used to boast, is gone forever. Our relations with countries of Latin origin daily are growing more intimate. We are committed to rebuild the devastated regions of France. That will bring about years more of the close association already prevailing so gloriously with the French people. When the millions of our boys return home, victorious they will constitute, with their smattering of French and their admiration for France, a tremendous factor that will encourage the study of French in this country as it has never before been encouraged. We are building the greatest mercantile fleet the world has ever seen. These ships will carry men and munitions to France. Then they will bring our men home. Then what? Then this great fleet will be turned into the channels of international commerce. Where will it go, carrying our flag and our goods? To England, to France and to South America. But all that immense trade will be greatly hampered if it is not looked after by those who understand the languages of our chief customers—the Spanish, French, Portuguese and Italian peoples. Would we, then, diminish the amount of modern language study, because we shall need only a very limited amount of German henceforth? Decidedly not. And it behooves us to see that not less, but more, study of modern languages is undertaken in our schools.

But what does Spanish offer for training and culture, as one of the languages that is replacing German in the curriculum? Spanish has been as much underrated in this country as German was overrated.

Let us consider training first. By training, I shall understand mental training or discipline and not training for commerce. We all admit the necessity of Spanish in commercial training, even those who would concede nothing to Spanish as an instrument of discipline or culture.

The study of Spanish effects the same linguistic training as does the study, say, of French. It is not an "easy" language, contrary to the somewhat commonly held opinion. There are two reasons for the belief that Spanish is easy: (1) Spanish has usually been studied only in colleges and then only as a second, third, or even fourth foreign language, when its acquisition is naturally much easier than when it is studied as the first foreign tongue; (2) one who examines only the surface indications of the language is apt

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to be deceived by the *apparent* simplicity of its phenomena. These surface indications, like the outward show of many things, are deceptive. But many teachers and administrative officers in our schools, influenced possibly by the advertisements of cheap schools and cheap publishers which proclaim that Spanish can be learned in a week, or by the fact that through their former study of Latin or French they are able to decipher the approximate meanings of several words on a printed page of Spanish, have erred in urging pupils to take Spanish because "it is easy." Johnny, whose record in the elementary school is lamentable, is told by the teachers of that school when he leaves for high school: "Well, Johnny, you had better choose Spanish when you go to high school. It is the coming language. Besides, it is easy." So the boy "has a try at" the coming language, which overwhelms him coming and going, for he soon goes from the high school, which he probably should never have entered. Or the high school principal, who beholds before him an array of earnest young citizens who desire "to take Spanish," says to Miss Jones: "You know Spanish, do you not?" Miss Jones admits having been exposed to the language once in the dim past, during a year or half-year course in XYZ college, or during six weeks at hard labor on the language in a summer school course, and is therefore given a free hand to teach the Castilian tongue. Later they wonder why interest flags and results are poor in the Spanish classes, when "Spanish is so easy"! We also hear of principals or heads of departments who assign to Spanish classes students who have wrestled unsuccessfully with Latin or French or German, or with two, or even all three, of those languages. Now another struggle begins for our polyglot student. He murders the speech of Cervantes fully as impartially as he did that of Goethe or Cicero or Molière; or he unhesitatingly imparts to Spanish words that pronunciation of combinations of letters which he developed so marvelously in the French course which he pursued but never caught. His brain contains a fearsome mixture of words taken from various languages of Western Europe. If an American boy cannot learn French, he cannot master Spanish; if a girl cannot learn Latin, she cannot acquire Spanish. *An eleventh-hour inoculation with Spanish will not save weak students from a linguistic death.*

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Why is Spanish not an easy language, either to learn or to teach? I purpose to be specific in replying to this question.

Take pronunciation first. Spanish is not easy to pronounce correctly. There are those who say that one can learn to pronounce Spanish correctly after three lessons. Permit me my doubts. I see too many students struggling, after two years of study, with the simple matter of syllabic stress, with the correct production of *b* and *v*, with the *r*, with the open and closed sounds of *e* and *o*, with final *s* and intervocalic *d*, too many by far, I say, to allow myself to believe that it is easy to pronounce Spanish correctly. And teachers, too, do I see, who, after considerable experience with Spanish are still sorrowfully lacking in a correct pronunciation. The lightness of touch on the consonants, the predominance of vowel sounds, the elision of vowels which is not represented graphically to the eye, as it is in French, the distinctive intonation of the Spanish sentence,—all these are factors making Spanish particularly difficult to catch with the ear as well as to pronounce correctly.

Then take Spanish grammar. The more one knows of Spanish, the more difficult does one realize it to be. The great stumbling-blocks in the inflection of Spanish are (1) irregularity of verb forms, including especially the radical-changing verbs, and (2) the object pronouns, forms and positions, especially two object pronouns in the third person. In the matter of syntax, one must mention (1) the extraordinarily frequent use of the subjunctive, and (2) the freedom and the niceties of word order, almost Latin, certainly neo-Latin, in nature. Let us take for a moment the matter of the use of the subjunctive, comparing it with, say, the use of the same mood in French. Besides using the subjunctive in all places that French does, Spanish requires it in the following cases where French does not. I speak of ordinary usage, not of exceptions.

First, in main clauses. (1) In all polite commands, negative or affirmative. French uses the imperative. (2) In all negative commands, polite or familiar. French employs the imperative. (3) In all hortatory or "let us" expressions. French uses the imperative, first person plural. (4) In the conclusion of a conditional sentence contrary to fact the imperfect subjunctive, r-form, is used as much as is the conditional. In these sentences the French employs only the conditional in the conclusion.

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Second, in subordinate clauses. (1) After the adverbial conjunction *when*, the time being indefinite or future. The French requires the future indicative. (2) After verbs of supplication or entreaty. French uses the infinitive. (3) After verbs of command. French usually employs the infinitive. (4) After expressions of causation. The French usually has the indicative. (5) In the if-clause of a conditional sentence contrary to fact, where one or the other of the imperfect subjunctives is necessary. French requires the imperfect indicative.

An important fact to bear in mind in such a comparison, be it brief or detailed, is that in Spanish the present subjunctive always differs from the present indicative as to forms, while in French this is not the case in the first or more common conjugation, in which the two moods are identical in all the singular and in the third person plural. We must also remember that there are two imperfect subjunctives in Spanish, used with equal frequency, and a future subjunctive, which is, however, seldom used.

Take the matter of idioms. An idiom is defined as: "An expression peculiar to itself in grammatical construction; an expression the meaning of which cannot be derived from the conjoined meanings of its elements." Of such expressions the Spanish language sometimes seems to be almost entirely composed. Hardly ever does one who has had painfully to acquire his Spanish take up a Spanish novel without finding in an hour's reading a dozen idioms new to him. In a list of fifty idioms chosen at random in the work of a modern writer of Spain or Spanish America, ten of them will be beyond the comprehension of one not born and reared in a Spanish land. One despairs of mastering all those locutions that are found in highly literary works. These idioms are most perplexing; they defy all analysis; they are elliptical to a marked degree; they are full of teasing turns and queer quirks that are oriental, intricate, even mystical. Into some of them is condensed the experience of a whole epoch of Spanish history. And many of them, especially those containing verbs, are as frequent in the use of Spanish as are trees in a tropical forest. I could cite you many, but I spare you.

Take the matter of vocabulary. For variety of terms, for wealth of synonyms, for depth and range, for an ever-changing growth and flexibility, the Spanish vocabulary seems to rank second only

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to English. It takes years for a foreigner to encompass the literary vocabulary.

Take sentence structure. This seems to be more nearly that of the parent language than is that of any other Romance language. The freedom of word order is striking and, to the beginner, particularly perplexing. This includes: the subject after the verb in declarative sentences; the frequency of the use of the "ablative absolute"; the frequency of present participle phrases; and the common occurrence of infinitive phrases introduced by *al* or *por* and having a noun or pronoun subject where the English requires a clause with a finite verb.

Because, then, of its pronunciation, grammar, idioms, vocabulary and sentence structure, Spanish affords an excellent medium for imparting that particular kind of mental discipline which is given by linguistic study. At the same time, a student comes in time to acquire the language in a manner and to an extent that he never acquires German. After three years of the study of German, how many high school students have really been fitted to pick up a German novel or newspaper and read it readily and understandingly? Not many. A student of Spanish can, in spite of the difficulties of the language which I have mentioned, learn Spanish sufficiently well to read ordinary Spanish prose in novel or newspaper without any great amount of difficulty.

The characteristics I have mentioned work together to make Spanish worthy of the most serious mental effort. The study of this language will develop as many brain loops as will the study of Sanscrit or Russian. It all depends, of course, upon the efforts put forth by the student and upon the quality of the teaching. Even the most ardent devotee of the great god Discipline cannot reject Spanish on the ground that it offers no material for mental training. They should investigate thoroughly the matter whereof they speak before even beginning to speak. I would recommend to those who doubt the disciplinary value of Spanish a course of study of the language for at least four years.

I pass now to consider what Spanish offers on the cultural side.

First, in the Spanish language is expressed one of the great literatures of the world. It is not inferior even to the boasted German literature, in antiquity, in range, in depth, in originality, and in present-day wealth. Spanish literature has most profoundly af-

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fected that of England and that of France. In England Ben Jonson, Thomas Middleton, Cyril Tourneur, Nathaniel Field, and many others of Elizabethan days drew upon Spanish authors of their time for material and inspiration. In France, from Rotrou and Lesage to Victor Hugo and Rostand, the indebtedness has been great on the part of Frenchmen to Spanish men of letters. The great Corneille and the greater Molière hesitated not to borrow, and freely, too, from Alarcón, Lope de Vega and Guillén de Castro.

What did Spain produce of epic poetry? The *Poema del Cid*, one of the three great epics of the world. In unity of plan, force, simplicity, and high idealization of its hero, this old poem is second to none. This first great monument of the literature of Spain gives just cause for the highest esteem for the early *literatos* of the Peninsula. And four hundred years later Alonso de Ercilla y Zúñiga proved himself a worthy continuator of Spanish epic verse when he produced the first and only epic poem dealing with the life of the New World, the *Araucana*. Even Voltaire admitted in his introduction to the Henriade, that the *Aracauna* was an excellent poem of its kind.

Who produced the greatest tale the world has ever read? Was it not that one-armed soldier, hero of the battle of Lepanto, Miguel de Cervantes de Saavedra? That creature of his brain, that sad-eyed Knight of La Mancha, stands forth as vividly in the pages of fiction as does Hamlet amid all the dramas of all the world. Each character in its own way, though in different guise and speech, pictures to us the sum total of the comedy and tragedy of man here below. Unfortunately, possibly, this book, second only to the Bible in circulation, has overshadowed, because of its wide appeal, many other equally fine works of the time of Cervantes and even his own remarkable *Novelas Ejemplares*.

Who, so far in the history of the human race, has been the most prolific writer of clever dramas? A Spaniard, Lope Félix de Vega Carpio, "the prodigy of nature," as he was called, who endowed his country once for all with a national drama, one that is rightfully called one of the three great national dramas of the world. It is known to you how he produced 1800 plays, besides 400 *autos sacramentales* and many *entremeses*, turning out more work than all the other writers combined of the Elizabethan period. And to this marvelous facility was joined unsurpassed ingenuity of

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plot. Calderón, Tirso de Molina and others of scarcely less rank, continued the work of Lope. The modern drama of Spain is well represented by Tamayo y Baus whose Drama Nuevo is one of the great works of all literature, and by Echegaray, winner of half of the Nobel prize for literature in 1904, and at the present day by the Alvarez Quintero brothers, and by Jacinto Benavente, who is fondly called, and with reason, the modern Shakespeare. Some of Benavente's works are already available in English and they are hailed everywhere as the product of a mighty genius. In the contemporary drama what author of any land can rival the work of Martínez Sierra, the modern interpreter of Spanish character, the poet and dramatist who extols the virtues of women and idolizes motherhood in such charming productions as *Canción de Cuna* and *Mamá?* And in the field of poetic drama who is there in Europe that can rival the national dramatist of modern Spain, Eduardo Marquina, who like Zorrilla in the XIXth century now sings the glories of old Spain?

In what literature is found "the richest mine of poetic ballads in the world"? In that of Spain. The *romances* and *cantares* of the fifteenth and sixteenth centuries, found in numerous *cancioneros* and *romanceros*, were written by court poets in imitation of the old popular *romances* of tradition, few examples of which were ever preserved in printed form; and they afford some of the finest examples of pure lyric beauty, coupled at times with a heroic but simple grandeur, that can be found in the literature of any tongue. This great fund of ballad poetry has been an inexhaustible source of inspiration to poets in and out of Spain. In recent times, Espronceda, Campoamor, Núñez de Arce, José María de Heredia, Antonio Machado and Juan Ramón Jiménez have produced lyrics that stir the heart and quicken the emotions as few lyrics do.

What nation laid the foundation of the modern novel and later brought it to its fullest perfection? Spain. The picaresque tale of early Spanish literature was the beginning of the *genre*. The *Lazarillo de Tormes, Guzmán de Alfarache, Pícara Justina, Marcos de Obregón*, and Cervantes' *Novelas Ejemplares* set the standard for all nations in the novel of adventure and intrigue. Spain has been called the home of the novel and at the present day she still holds, despite her political eclipse, her high place in the world as a producer of short stories and novels. Palacio Valdés, Valera,

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Pereda, Fernán Caballero, Alas, Azorín, Pardo Bazán, Pío Baroja. Pérez Galdós, Valle-Inclán, and Blasco Ibáñez, to mention no others, have produced some of the best fiction of the world during the past seventy-five years. Our own beloved critic, William Dean Howells, says of modern Spanish fiction:

> Take the instance of another solidified nationality [having mentioned the Germans previously], take the Spanish, and you have first-class modern fiction, easily surpassing the fiction of any other people of our time, now that the Russians have ceased to lead.

It is true that even the names of many of the writers I have mentioned are usually unknown to the North American, though he may be a well-educated man, so closely have our schools adhered to the literary traditions of England, France, and Germany. Spanish literature contains riches long neglected in this the most northern of the Americas, but fully appreciated and ardently cherished in the Americas to the south. Any fairly well educated Spaniard or Spanish-American will talk with you by the hour, with astounding enthusiasm and keenly appreciative judgment, about the literary work of Spanish-speaking peoples. And the idea that Spanish countries of the Western Hemisphere have, many of them, a literature of distinctive merit seems never to have crossed the mental horizon of most people of our land. Rubén Darío of Nicaragua, José Santos Chocano of Peru, José Enrique Rodó of Uruguay, are probably names unknown to most of you. And yet the work of these contemporary writers is recognized by those who know Spanish as of the very highest order. In this connection it is in place to quote the words of our versatile Secretary of the Treasury, Mr. McAdoo, who said before the National Education Association in July, 1916:

> At the present time we rarely think of citing Latin-American publicists and scientists. Practically no reference is made to Latin-American literature. We pay little attention to the currents of thought of Central and South America; unmindful of the fact that important contributions have been made and are constantly being made in every department of literature and scientific effort.

And a recent editorial of the New York *Times* said, on the occasion of the visit to this country of the Mexican editors:

> We see in every one of them [the Spanish-American countries] an élite of statesmen, scientists, poets, novelists, journalists, scholars—a sober and frugal population.

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And this leads me to take up now the second cultural value which a knowledge of Spanish has for us. Such a knowledge provides the key to an understanding of a great race, in Spain and Spanish América, a race that has much to contribute of help to us and the world at large.

The qualitres of this people, as evinced in their history, traditions, literature, art and customs are (1) genuine courtesy. This courtesy springs from the heart and is manifest, even among the lowly, in the most considerate attention to the needs of fellow creatures, especially when these fellow creatures happen to be foreigners in need of advice or information. Real consideration of the rights of others is the basis of this courtesy. (2) Marked love of democracy. The Spanish, wherever you find them, are one of the most democratic of peoples, contrary, possibly, to the preconceived notions of many North Americans. A feeling of equality with all human kind lies deep in the Spaniard's heart. "All men are born free and equal" seems to be legible in the attitude of quiet dignity and self-respect that the Castilian always maintains. (3) Sobriety, industry, and long patience. The Spaniards of Spain have had much to endure in the last 450 years in the way of misgovernment. but through it all they have plodded along, each bearing his burden philosophically. The Spanish dance, the click of the castanets, love scenes at the barred window, the bull fight, general indolence and the music of guitars—these are the things that in the minds of most North Americans typify Spain. But the sturdy, steady workers of sun-baked Spain, who painfully till a soil that frequently lacks water to a sad degree, the economical, shrewd small merchant, the skillful sheep raiser, the miner employed in the mines of mercury, copper, sulphur, antimony, tin and cobalt, the orange and olive grower, the energetic business man of Barcelona, the cultured, unassuming, university professor and the man of letters, the iron-worker of Bilbao, the sea-going Asturian, and the patient Gallician (who was the best laborer that Colonel Goethals had in the construction of the Panama Canal)—these represent the real Spain of today. The Spain of history, discovering, exploring Imperial Spain, who undertook too much even for her great strength and thus met ruin, the Spain of the days when the sun scarcely set upon her wide domains, that Spain has gone and a new Spain is here under the leadership of a most democratic and able king, and we.

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and all the world will have to take into reckoning this new Spain in the pregnant years of the coming decades. A people that possesses the qualities that I have mentioned has indeed much to contribute to the sum total of the world's progress. And for a broad and deep comprehension of Spanish America, the first essential is an understanding of the ideals and history of the mother country.

But much more shall we have to take into account the daughters of Mother Spain, those Spanish-speaking republics to the south of us, with whose fate our own is inextricably interwoven, come what may out of the present world crisis. If there were ever any doubt of the truth of such a statement prior to August 1, 1914, that doubt has now forever vanished. These republics are the incarnation of the best of Hispanic thought and culture and in addition they have deeply drunk of the New World freedom. Before many months shall have passed there probably will be thousands of the young men of Hispanic America in training on our own soil to help us fight in Europe the battles of liberty. All but three of the countries of South America have either declared war upon Germany or broken off relations with her. Countless currents of common interests are daily serving to draw all the twenty-one cis-Atlantic republics more and more closely together. Our ideals are the same, our hopes are identical, our lines of progress are parallel if not convergent.

Experts in law know how great was the service of Spain in preserving to the world the best of Roman law, today the basis of the legal procedure in Spanish lands. Spanish painting and Spanish architecture have given to the world some of the choicest media of culture to which I can but allude now in passing.

There is but one instance in the history of the modern world in which eighteen nations have sprung from one mother nation and have continued successfully as independent nations, individual and separate, and yet bound by the ties of high ideals and a common language. That mother is Spain and those eighteen nations are our Spanish-speaking sister republics of the New World. And yet there are those who would belittle Spanish civilization! It is high time that any attitude of superiority on our part were stopped effectually and once for all. There existed once a slanderous lie that said that France was a decadent nation. And all those who so thought have been forced, some in sorrow, others with joy, to re-

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fashion their opinions. Those who would say that Spanish peoples are decadent or uncultured will, likewise, in due course of time, be compelled to change their manner of thought.

So I say that the cultural value of Spanish is very great, for (1) it offers us a literature that is one of the great literatures of past and present times, and (2) it offers a medium of close contact with a race that has spread its civilization more widely, perhaps, than any other race except the Anglo-Saxon.

Spanish for training and culture is beginning to be appreciated as it ought to be. And yet there are those who claim emphatically that it deserves a place in our schools only in commercial courses. It is, of course, inspiring to know that in teaching Spanish to our youth, we are teaching the language of nineteen independent nations, that we are, therefore, teaching a language of great practical and commercial value. In port cities and in manufacturing centers where articles are made for export to Spanish lands, Spanish will continue undoubtedly to be of more importance in the conduct of business in the Western World than any other foreign language except English. Our imports from the South American countries, not including Central America and the West Indies, jumped from 217 millions in 1913, to 542 millions in 1917, and our exports increased from 146 millions to 259 millions. Of course, the circumstances have been peculiarly favorable for this wonderful increase in trade. And we cannot hold it easily after the war. To hold it, to increase it, we must adopt the methods of some of our competitors. Our traveling salesmen, like those of Germany, must be fluent in Spanish, acquainted with the customs, the ways of doing business, the likes and dislikes of South American peoples, for all of which the very first requisite is a knowledge of the Spanish language. We must train our young men so that they may do business in Spanish America. We must train our young men and our young women in Spanish correspondence and in South American economic and political history. It is absurd to say, as some do, that a training in French provides a means of contact and correspondence with Spanish America. But the study of Spanish offers far more than a means of increasing national or personal efficiency or wealth. This is the era of the practical that is also disciplinary and cultural. Therefore Spanish with its admittedly great practical value and its disciplinary and cultural values, which I believe I

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have demonstrated, is peculiarly suited as a subject of study in every American school from the junior high school to the university. Mr. McAdoo, in the same speech to which I have already referred, said:

> The teaching of Spanish should be made compulsory in our public schools; in fact, a resolution was unanimously adopted by the International High Commission at Buenos Aires recommending to each Government that in all schools supported by public funds or aided in any way by public funds the study of English, Spanish, and Portuguese should be obligatory.

I do not know whether Mr. McAdoo had in mind at the time he spoke the elementary schools as well as the high schools. If so, I beg respectfully to dissent from that view. I believe no foreign language should be taught in the elementary schools. Americanism and the three R's, if you will, should be the subjects taught and taught thoroughly well in such schools. There is no room or time for teaching foreign languages. I also would amend his statement to read that either Spanish or French, or Spanish and French, should be made compulsory. For I believe that these two languages should go hand in hand in our curriculum. There can be no quarrel possible between the advocates of these two languages, though there are those specialists in German who have sought to sow dissension between these two groups of teachers. I speak at this moment as the president of The American Association of Teachers of Spanish and as a trustee of the French Union of the French Institute in the United States.

I cannot close without a word of warning to teachers of Spanish. Already the demand for teachers of Spanish exceeds the supply. Already teachers born in Germany are said to be writing Spanish textbooks for use in our schools. Already teachers of German who find themselves without classes are turning to the teaching of Spanish and are going in large numbers to summer schools and extension courses in order to learn Spanish. I say beware, *if* these teachers are of German birth or German sympathies. Beware of this "peaceful penetration" lest the teaching of Spanish in this country, while still in its early stages, undergo the fate of Spain, a nation that is inhibited from being herself, because of German influence and propaganda. You see how peculiarly attractive, then, the Spanish language is to German teachers. We do not want Germanic Spanish. We want the Spanish language taught in this country by teachers born and trained either in the United

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States or in a Spanish-speaking land. We do not want the Spanish word *cultur* to be written with a *k* or pronounced with a German accent. I speak frankly, for it is a time that requires frank speech.

In conclusion: We have in this country overrated the value of German and underrated the value of Spanish, as media of discipline and culture. The times have changed. We now see this matter along with many others in its true perspective. The highest interests of our own people and of all the peoples of all the Americas demand that the youth of our land become acquainted at the earliest possible moment with Hispanic civilization, Hispanic peoples, Hispanic literature and language, all taught so as to contribute to the *betterment of our own national life*. They will then be trained and cultured in the way the times demand and they will help to spread in this hemisphere in a most effective manner not Pan-Germanism, but Pan-Americanism.

LAWRENCE A. WILKINS

NEW YORK, N. Y.

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NOTES ON CLUB WORK IN ELEMENTARY YEAR

(A paper presented in the Spanish Round Table Conference of the Modern Language Section, Pittsburgh meeting of the National Education Association, July, 1918.)

It goes without saying that activities outside the classroom and the regular routine promote to a marked degree effectiveness in the acquirement of the language, and, above all, stimulate a real and active interest in the Spanish-speaking world. Spontaneous outside activity, apparently managed by the students themselves, does a great deal to counteract the attitude taken by so many high school pupils, i. e., that their school studies are a thing apart, identified with their teacher's peculiar point of view, to be tolerated with a good grace forty-five minutes a day, but "nothing in their lives," as they say. They are apt to class Spanish as one of the most interesting of these necessary evils, but consisting, in the nature of the case, of certain stories to be reproduced and of a large number of elusive words and combinations of words, all dying a natural death after the examination. To take away this almost inevitable note of artificiality and make their work in school seem a part only of the effort they mean to make to gain a new power, and almost to enter a new world, is the purpose of clubs or any kind of outside activity. Their need is felt especially in the elementary year when but little power is yet attained, when the way seems long, and when the pupils are especially susceptible along imaginative lines.

These notes are rightly named merely sketches of what we have wished to do in this connection in our school. I use the pronoun "we" purposely to include the pupils, because it is their coöperation and often their planning what they would like to do that have made possible anything we have been able to carry out.

Club activities in the elementary year (that is, those which we have already tried) may be divided into four categories: dramatic, musical, correspondence, and the manufacture of Libros Azules, as we have christened them. Our ideal was to have four groups, each meeting weekly, and about twice a term to hold large open meetings to which would be invited all the Spanish students in the school, and all the important guests, like teachers, whom we could persuade to

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come to lend prestige to the occasion. This complete organization for the elementary year alone would be very possible in our school, where we have such large numbers to draw from, but heretofore we have been hampered by crowded conditions in double session annexes and lack of teachers to assist, especially with a more advanced club to attend to also. At the present time, of course, we have relegated everything to second place in favor of war and patriotic activities.

To consider in order the topics mentioned, "Dramatic Club" is a decidedly pretentious name, considering the results obtained from a literary or artistic standpoint. To the actresses' minds, however, in this case, the stories in Harrison's Elementary Reader make wonderful plays. "El Cuento del Pollo" is appropriate for the most elementary pupils because there are so many characters and each has so little to say. "The Three Bears" is a decided advance in dramatic action, and is introduced by a kind of prologue who explains the situation, states that she is in the bears' house, and points out the principal objects of interest, such as the different things belonging to the bears. We possess a permanent set of stage properties, consisting of a soup tureen, three bowls, and three spoons, and have been lucky enough sometimes to find someone to lend us a fur coat for the large bear at the gala performance.

With "El Príncipe Jalma" we have a really serious task before us, because there are twelve scenes before the prince says triumphantly, "Ninguna ha de ser mi esposa sino tú!" "El Príncipe Oso" has only six scenes, but they are more complex and take some liberties with the text, for the father of the three daughters has an automobile, is delayed by tire trouble, receives a telegram telling him the terrible news that his ship is sunk, and carries on a telephone conversation. A sketch which those least advanced do with great gusto, consists of a teacher with spectacles and her hair up, who rings a bell for the class to enter. She takes the roll and they read together the 23d psalm, when a pupil enters late. There follows a series of questions and answers, in which it develops that this pupil stayed up so late the night before studying her Spanish that she could not get to school on time. The teacher next calls on various pupils to recite, all of whom have headache or some other ailment or have lost the place. Lastly, the teacher calls on one particular girl by name for a synopsis of "hablo español," and to her surprise,

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instead of one, all give it in chorus and very fast. She inquires the reason for this eagerness, and they all shout, "Porque nos gustan los verbos." At this the child who was late jumps up and says, "A mí no me gustan los verbos." The teacher reproves her, the bell rings, and the curtain falls. This drama, to be sure, is not intellectual, but perhaps that is why it takes with the audience.

Another, called "El Sueño," introduces the original idea of representing a dream. María (we usually pick out the smallest girl) is discovered reading aloud the most difficult passage in her reader. She becomes very sleepy, falls asleep, and the various personages enter—Aliatar, with the glad news that his faithful horse did not really die from grief, but escaped and found him; the stonecutter and the old woodcutter with his daughter and the ugly negro. Just then the clock strikes twelve and the negro is transformed into a handsome prince by removing a black mask. Next appear the three bears and the little girl, no longer afraid, Don Juan Bolondrón with an impressive swagger, the fox suffering from indigestion on account of the long list of fowls he has devoured, and El Médico Tunante, who presents the fox with an enormous bottle of medicine. All these characters bring a gift for María, and at Christmas time San Nicolás appeared with real candy, which caused the occasion to end amid general rejoicing.

We usually have two plays in preparation at once, to include both grades, and give them at a general meeting, or, in the case of annexes, at an assembly period.

On the same program appear the results of the chorus club, a group of girls who rehearse Spanish songs at convenient intervals. We begin with "América" in Spanish and then some of the easier songs in the back of DeVitis' Reader, of which "La Cachucha" is the most popular. Next, "El Himno Nacional" de Méjico, which is a great favorite. The chorus group this term learned "La Borinqueña" in parts and "Torerito Torerazo" from the Land of Joy, which they sang on various school occasions. We also have a few Spanish records, and utilize those belonging to teachers willing to lend them.

Correspondence with pupils in Spanish-speaking schools we did not introduce in the second grade until this year, and then only because of the large number of unused names in our file of Porto Rican students wishing to correspond with us. This group man-

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aged so well that next term we shall continue to admit second grade pupils. Of course, they have to hold prolonged conferences with me about the letters they send and receive, but each one takes note of expressions used by others which she may be able to incorporate in her own letters. Besides, they write the hardest things in the English part of their letters. The effort made is quite recompensed by the enjoyment we get reading the letters which have come regularly except the week the Carolina went down. They all give the girls a little glimpse into a world not their own. Some are quite amusing, and many descriptive of Porto Rican life and customs. For instance, from Carolina P. R. "Puerto Rico siempre tiene el mismo clima. Las mañanas son frescas y con un sol brillante que a veces se nos marea la vista. Las carreteras parecen como porcelanas. El cielo siempre está azul y claro." Now in English: "I am satisfied with your description. I like you. I think that you will like me too. Would you? I am a girl of one year more than you, and have brown curly hair and green eyes. Truly yours, Natividad Colon." Or the following: "My Dear Chepita: I received your nice and sweet letter. You have not an idea of how glad I was. I am glad to carry a long conversation with you. It is my best pleasure to enlarge my vocabulary in English. How happy I will be if you would come some day to my pretty town. I am going to tell somethings about it. The sky is so clear that its pretty and white clouds seem to fall upon these mountains.

"Deseo que Vd. perdone mis errores y que sean corregidos.

"Presenting myself to you and giving thanks in advance, I remain waiting for your nice answer.

"Your truly friend,

"Isabel M. Maldonado."

"Dear Frasquita: As never have write to American girls, I am very glad to write you, because I shall learn more English. . . .

"Dispensa los disparates que te ponga en la carta en inglés porque soy de séptimo grado y mi edad es doce años. Se despide cariñosamente tu amiguita sincera, Angelita Hernandez."

"Yo estoy en primer año, tengo el curso científico, estudio el inglés el álgebra, el español, cocina y costura, y también maquinilla

"Tengo muchos deseos de conocerla personalmente. Así es que espero en la otra carta me mande un retratito para conocerla aunque sea por retrato. Yo no pierdo esperanzas de que Vd. venga acá o yo vaya allá.

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"Los nombres de mis hermanos son los siguientes. Felix César, Pilar, Rafael, Margarita, Jesús, y Evangelina.

"Nosotros estamos cosiendo en la escuela payamas para la Cruz Roja. Afectuosamente, Medelicia Dominguez."

"Loving Friend: I am very much obliged for your friendships. Sundays afternoon I received your letter. I was surprised when I saw your Spanish letter. It is a nice letter, I know you are practising. Yesterday we went to the seashore and buy bananas, candies and cheese for the party. We spend nearly the whole day in the sea. I found many shells and sponges which are used for ornaments and paper dolls.

"Enclose you will find some idiomatic expressions both in English and in Spanish. If you study these idiomatic expressions, your Spanish will be much more easy."

The girls have not only received letters but views, magazines, school exercises, Porto Rican embroidery, and even two boxes of candy, the recipients of which were objects of envy. They all exchange photographs at the very beginning.

Perhaps one of the things most strikingly brought to students carrying on an exchange is the fact that words apparently like English may be quite different. This is illustrated by the following quotation from the English part of a Porto Rican girl's letter: "All my parents are Porto Rican except my brother-in-law, who is an American." They also gain first-hand knowledge of the use of *tú* and *Ud.*, for their Spanish friends usually explain after the first letter that they are now intimate friends enough to use *tú*. One of the difficulties in organizing such an exchange is the fact that some pupils whose names have been sent us as correspondents do not reply. To avoid the possibility of not receiving an answer, many of the girls take two or more names from different towns, thinking it just as easy to "kill two birds with one stone." That is especially true of those exchanging with Santiago, Chile, because it takes so long for the letters to come.

This practice of writing letters to different countries could easily and most profitably be correlated with the next activity to be mentioned, that of the manufacture of a kind of experience book, a cross between a scrapbook and an imaginary life history of the pupil, introducing extended journeys into foreign parts. We have christened them Libros Azules because blue, according to Rubén

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Darío, suggests something pleasant, unknown and far away, which we wish to go and find. A pupil undertaking a first foreign language is entering just such a new world and needs help to make it a part of his real life.

These books lend themselves to an endless variety of possibilities. I have two here, in case anyone is interested enough to look at them. The truth is that with us their progress and nature depend largely upon the kind of illustrations we can find. Some pupils have parts which the rest have not, and some parts are almost identical. We have a collection of old magazines and miscellaneous pictures, and are all always on the lookout for illustrative material.

The procedure in a Blue Book group is, briefly, as follows: When the organization is completed and the officers elected, the executive committee appoints, in advance, girls to take charge of each meeting. They choose subjects from a list I have, or suggest new ones, and post the schedule in advance. The girl in charge of the first meeting may, for example, have a story about animals and fowls in the farmyard, based upon the first Spanish story she has read. She has prepared, with the help of a teacher, a little speech which she illustrates by showing her pictures. This also works particularly well with an exercise about sewing, when she may illustrate with her doll. When she has finished she dictates this text to the class, who write it in their books, often pasting in the illustrations then and there. Those who have special and additional pictures on related subjects put in additional details invented to make them fit in. After doing a few series and stories from work previously studied, we begin the best part, our journeys into Spain and Latin America. Here we use English in part, for there is not time to write everything in Spanish. It is desirable also to read chapters from books dealing with the countries in which we are, for example, books by Harry Frank. Spanish artists and their pictures are very good subjects also. Inexpensive copies can be obtained from the Hispanic Society, Metropolitan Museum, from Cosmos Company, and others. In a little book on the lives of great artists, by Elbert Hubbard, is a very entertaining story of the life of Mariano Fortuny.

The patriotic section must certainly not be omitted, and there is here again an almost unlimited variety of ways and means. Each one may have a separate narrative as in these books, or the group as a whole may go Over There for war work.

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At the end of the term there may be a prize for the best arranged book, not the one with the best pictures, for not all have equal opportunity to get them.

One thing to guard against in our school in allowing individual tastes to express themselves as far as possible in these books, is an excessive affinity for moving-picture actresses. Some pupils would like to make their book a kind of picture gallery of their favorite stars. This tendency is not confined to the Spanish Club, for one of our English teachers happened to ask her class how many knew who Cleopatra was, and was surprised to hear them shout with one accord, "Theda Bara."

We have no requirements for membership in Spanish clubs except the general school rule that all must be members of the General Organization. Sometimes girls poorest in class work take most interest and are the best executives. Some of this type experience a change of heart when they become really interested, and decide to make good in class. In case there is also a more advanced club, there is an opportunity for coöperation in joint meetings and otherwise. Recently our fifth-term girls were very interested in acting as judges to determine which of the second-term section should recite a selection from Castelar taken from their reader.

This concludes these notes, which must appear too elementary for high school pupils and quite unpedagogical. In that case we plead guilty, and only offer as an excuse that clubs are for fun, not for work.

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DEVICES AND ACCESSORY AIDS IN THE FIRST YEAR OF SPANISH

(A paper presented in the Spanish Round Table Conference of the Modern Language Section, Pittsburgh meeting of the National Education Association, July, 1918.)

In the work of vocabulary building, which we all begin by the use of objects in the class-room, I have found it helpful during the first few days to use the following device: After the pupils have acquired their vocabulary orally, they attach to the objects name-cards large enough to be seen across the room. For about two weeks they enjoy this game. I keep the doors of the room placarded "ENTRADA" and "SALIDA."

A vocabulary is quickest gained by concert work. Each little answer or group of answers given by the individual is repeated by the class in concert, the teacher at first speaking *with* the class. By repeating the sentence with the class the teacher sets the pace and controls the rhythm, the class quickly catches her intonation and phrasing, and this in no way prevents her from being able to detect the mispronounced or incorrect word. If she cannot tell which pupil makes the mistake, the class, by their amused glances at the offender, will save any interruption of the work. Moreover, when the teacher repeats the phrases with the pupils, her voice is the greatest factor in keeping the class interested.

In working outward from the room by means of objects which can be brought in, make a collection of pictures to illustrate the series you are building up. I began last year a series of charts to illustrate Méras and Roth's list. I also made a chart of the vowel triangle. After one begins in this line, it is surprising to see how one sees good illustrations at every turn.

Not being able to buy a game of "Authors" in Spanish, I made one which teaches the names of authors and their works. As a reward for exceptional work, pupils may play this game.

Teach objectively the parts of the body. And right here is a good place to begin teaching numbers. Home-room numbers may be given in Spanish. Pupils like to bring in the numbers of their automobile licenses, or the highest they have seen. And in connec-

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tion with numbers have a Spanish calendar. For a time I begin each lesson by asking, while the attendance slip is being made out, the day of the month, the day of the week, and the weather, sometimes giving, as a reward, the calendar sheet just torn off. They like to have such little things to show their friends.

I begin during the second or third week to have pupils work out groups of words, synonyms, adjectives, adverbs, phrases, and so on—Méras' list again. I also group contrasting words and phrases. Sometimes I put a time limit on lists, having pupils raise hands as soon as they have ten or fifteen words, or calling time in five minutes and having the lists read.

Idiom lists grouped according to verbs are worked out in notebooks, in which are placed also stenciled or drawn maps filled in by the pupils, little themes illustrated by pictures—all sorts of material collected by the pupils.

The pupils like to have spelling and vocabulary matches, and in these matches the lazy student shows to such disadvantage that usually he is moved to study his vocabularies with greater zeal, and the dull pupil is stimulated to attacking with more real concentration the problem of acquiring words.

In the *grammar drill* one should make the most extensive use of concert work. And since grammar is drill, drill, drill, let's have the pupils enjoy it. Many teachers say they cannot do concert work with their classes. Just try it again next year. If you work *with* the pupils at first, show them how to do it—lead them. They will soon gain confidence and will keep absolutely together. Use concert work in drilling on type sentences. Use it in correcting errors in recitations, going back to the individual after the concert work. I use it in quick conjugation of verbs with objects or adverbs, or personal pronouns.

I have found it a good plan to conjugate the verbs with personal pronouns, systematically going through the whole series. (I give it to you, I give it to him, to her, to you, to them; he gives it to me, to you, etc.) and so on through the different persons, numbers, and tenses of the different verbs; skipping around should only come after much systematic drill.

For review work, pupils are sent to the board with slips on which are written several connected sentences of practical value or vital interest to the pupil, all based on the review principles. Mean-

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while the class is doing other drill work. When each has finished she will be seen back at her desk diligently looking up principles in her grammar. When all are in their seats the work is corrected with nice red chalk, each pupil being first given the opportunity to correct her own work if she can. As the correcting proceeds, the principles are discussed. They enjoy this, and the whole class rejoices when there is not even a red accent mark and the pupil may write O.K. They like to keep a record of O.K.'s and compare with their previous records and the records of other divisions.

Reading.

After the pupils are furnished a book it is my practice at the beginning of the period to read a few sentences myself and then have the class read them in concert. Nearly always at the first reading of the paragraph I read with them, thus setting the pace and keeping the rhythm. Soon the naturally good readers will be taking the hesitating, self-conscious ones along, and they are all getting the swing of it. My pupils think this a most helpful exercise.

Sometimes I have a pupil read while the class notes the errors. We drill on those errors, first in concert, then back to the individual who made the error. To vary the work and to test preparation and power, the paragraph may be read with changes of person, number, and tense.

Seldom is it necessary to have direct translation from Spanish to English. Well-directed questions will always show if the subject is clearly understood.

I have the pupils look up the questions given in the text in many readers. Soon they find out that the questions are not comprehensive enough. They notice that I always make the connection between the matter of the text and their daily life and that the questions in the text usually do not. When I say, "Don't you think you could make better questions?" they next day bring in a set of questions on the lesson. We talk them over, and for the following day I assign the two most self-confident pupils to be teachers for that part of the lesson. This is absolutely the most helpful thing I've ever done with a class. When that pupil-teacher finds that the class can *not* understand her question, she realizes that it is not all due to the "fussiness" of her teacher. They like to do this exercise. They like to extend the questions to include their own experience, to compare the length of the term of the president of a South American

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country with that of one of the United States. They like to make connection with their geography and history.

And right here I want to make a plea for the intelligent use of South American and Central American reading material, even in the first-year work, and correlating with history and geography. Many of the little readers like the Roessler and Remy's have interesting little articles on the life of South American countries. The pupils enjoy working out in Spanish on the map the boundaries, the climate and products, and tracing the connections between the two, comparing the populations and governments with those of the United States. Most teachers I have met do not like this work, are bored, so the pupils are bored too. Really, it *is* interesting, once you're really in it. And from the Mentor, the Geographic, and the Pan-American Union Bulletin can be obtained many pictures for illustration.

During the last three months of the first year pupils come to the Spanish class-room during their spare periods. They find in a certain place on the table reading material, school editions of short stories, easy magazine articles, clippings from Spanish newspapers, and some pupils plan to spend at least one period a week there. By arrangement with our public library, I keep there a collection of travel books, Bensusan's *Home Life in Spain*, Fitz-Gerald's *Rambles in Spain*, and so on.

Composition.

When the pupil goes to the board for written work he writes his name like this, "Me llamo Juan Smith," thus fixing that point in his mind. On his papers he also always writes the date in Spanish.

Sentence work from English to Spanish from the text is brought to the class and collected. The teacher reads the English sentence. Some pupil gives it in Spanish. If it is incorrect others are called upon until the correct form is obtained. The pupil who gives the sentence correctly writes it on the board. The whole list of sentences is gone through and variants are given. Pupils find that each sentence has one or two important points—reasons for the use of that sentence form in the exercise, and they learn to look first for those important points. They enjoy this exercise with its lively discussions.

They like also Mr. Wilkins' "At the Window" exercise. A pupil goes to the window and names all the objects he can see. Some-

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times as he gives them another pupil writes them on the board. When his vocabulary is exhausted another takes his place. Finally the whole class goes to the window to see who can get the longest list. Occasionally I put up a collection of pictures by Murillo, pages from that excellent catalogue of the Zuloaga exhibition. Even the first-year classes can talk about them.

We have had conversation on many Liberty Loan posters, and in connection with the drawing pupils have designed Liberty Bond posters, illustrated with Christ of the Andes, and Columbus's ship. They have illustrated proverbs for decoration of the class-room.

When pupils enter the Spanish class-room they look at a regular place on the board for special work, such as jokes or anecdotes from newspapers and magazines, which those arriving in the room first usually may work out before the pupils from more distant parts of the building arrive at their seats.

The classes have enjoyed greatly learning Spanish songs. De Gogorza's record of "Noche Serena" was played on my little phonograph at different times until the pupils began to know the melody and most of the words. Then the words were written on the board, discussed and drilled. After listening again to the record while thinking through the words, the song was sung with the record several times, then without—and the song was learned.

I am trying to collect music and records illustrating the folk songs and dances of several provinces in Spain.

Pupils will themselves speed up the slow or dull pupil in order to have time for an extra record or song on Friday.

The *memorizing* of poems and prose is begun at the end of the first month or so. A poem, the first a very short one, is read several times by the teacher, translated by the class, order of ideas presented in the poem discussed, also the importance of the words in phrasing. Again the poem is read by the teacher several times, phrases or words drilled if necessary, then read in concert *with* the teacher. By the time all this is done the pupils almost know a short poem, and have begun to love it, for they feel they are really expressing its ideas. They themselves can tell immediately if any pupil is mispronouncing a word, stressing the wrong word, or failing to get the rhythm. It is only after much concert work that I ask individual pupils to give the poem. They all love this work, and I often hear them in their home rooms or in the gymnasium singing their songs or reciting poems or proverbs.

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Playlets may be given during the last weeks of the first year. As soon as Ruth Henry's little book of playlets came out last November I had two of the little plays given by second year or third term pupils, and thought they were doing remarkably well. Then I wanted to see if second term (first year) pupils could do it too, so I tried it out in June. Ten days after assigning the parts a rehearsal of El Criado Astuto was given with a success that was far beyond my wildest dreams. First year pupils also enjoy dramatizing the little stories in their readers. This year my second term pupils have dramatized several in the Roessler and Remy.

Even during the year the war broke out I brought home quite a bit of illustrative material from Spain, pottery, jewelry, castanets, fans, street car zone tickets, admission tickets to museums and bull fights, kilometric tickets, and a sprig of myrtle from the Court of the Myrtles in the Alhambra.

We have on our table in the class-room newspapers, magazines, maps, calendars, postcards (mine are in envelopes according to the grammar and reading lessons, so that they are readily available), and all the illustrative material we can find.

We collect pictures from advertisements, magazines, Bulletins of the Pan-American Union, book publishers' advertisements, etc. The pupils, once started on the track of such things, bring in loads of such material.

All of these devices and more have been used in my first year classes this year. Does it look like a lot of work? It really is not. One year when I was teaching thirty hours a week (every period of the day), I was forced to work out a scheme for the rapid correction of quiz papers, which I will not take time to describe here, as it was published in *Modern Language Journal* for October, 1917.

And, after all, any device is only a means of attacking a problem from a different angle. After one finds there *is* a different angle, one becomes interested in still other angles, in *how many* angles.

But in the use of devices let us appeal to all the senses, let us keep clearly in mind the underlying principles, let us maintain a reasonable relation in the different phases of our work—in other words, a "*balanced ration.*"

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CLUB WORK IN THE ELEMENTARY YEAR IN HIGH SCHOOL

(A paper delivered at the meeting of the Spanish Section of the Modern Language Division of the National Education Association, Pittsburgh, July, 1918.)

Although the activities of the foreign language club find their fullest expression in the third and fourth year of the high school course, there are great possibilities for the elementary year.

The advantages of club work in advanced classes may properly be assumed to an equal degree for those of the first year. With the club organization many ambitions may be realized that would be impossible if left to individual effort. The foundation may be set at this time for conversational fluency.

Among the many advantages of club activity in the elementary Spanish class may be emphasized that a social use of Spanish not only makes the study more enjoyable but creates sympathy with the nations that speak the language and thus broadens the student's outlook on life in general.

The willing coöperation of club members in a common unity of purpose is not only a school but a civic virtue.

The elements of individuality and personality, so essential for initial effort of any kind, are called forth by club programs.

Parallel with the advantages presented are the aims to be realized by the teacher of elementary Spanish:

1. The creation of interest and enthusiasm for the regular work of the class.

2. The promotion of good will between class members through intellectual coöperation.

3. In the elementary year the chief academic purpose is the enlargement of vocabulary that comes through the avenues of club programs.

At the initial stage of study the best results may be secured through the club within the class—that is, all the activities of the club are confined to class presentation and are not for student body assemblies.

The students themselves bring great enthusiasm to these deviations from regular class work, for at the very outset of the course

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they have heard at every hand, "The opportunity of the future will speak to the youth of America in Spanish."

The student should be made to feel that the lack of opportunity to practise the language outside of class, which has hampered many an ambitious student, may be offset to a certain degree by the Spanish Language Club.

In my two years' experience in the New York City High Schools I have had charge of clubs in the third year of the course. Our meetings have been held outside of school hours once a week. We have presented before the student body of the high school and visiting Spanish clubs such one-act *comedias* as "La Sorpresa de Isidoro," "Las Solteronas," and "La Muela del Juicio."

This is in passing—I will speak of some of the elementary club work of my classes in Southern Arizona and California.

Of the nature of programs and the material available, there is a wide range for originality. Programs should be made of such a character as to instruct on the customs, history, spirit, commercial life, educational systems, geography, and literature of Spanish countries.

It is difficult to keep programs uniformly interesting—the memorizing of poems and the reading of extracts from great authors, while most excellent practice for the performer, soon prove dull to the student listener; variety is necessary. Some sprightly dialogue, even though commonplace in its argument, will enliven the program. I have sometimes assigned the descriptive passages to some students and the dialogue to two other members of the class as a test in alertness and catching the cue.

Whenever talent is available, Spanish dances may be introduced. Last year in an evening high school program one of the young girls of my class danced "La Batalla de las Rosas" at an assembly of the French, Italian and Spanish departments of the school.

Spanish songs and music never fail to make their appeal to these enthusiastic young students. Especially popular with them are "La Paloma," "La Golondrina" and "El Himno Nacional."

The teacher who has made collections through travel or exchange has a rich store from which to draw for programs. I have brought to the class a bit of the roof tiling of the Block House of San Juan Hill, Santiago de Cuba. Such a world of comments as followed! All the boys were rivals for the honor of writing its

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autobiography. A similar welcome from the girls awaited my collection of Venezuelan, Cuban and Spanish fans. Belt buckles of the Spanish artillery, a Mexican sombrero, drawn work from Aguas Calientes, Mexico, and Mexican pottery from Guadalajara, Jalisco, have served well as subjects for simple descriptions introducing always a varied vocabulary.

Of course in the elementary year great care must be taken to keep the programs simple.

In my experience with first-year classes in the secondary schools of the Southwest I have found much enthusiasm with the students memorizing a brief "Noticia del dia" or "Noticia de España" for the class club program, always with the understanding that the item be chosen from some Spanish newspaper, as "Las Novedades," and that it not exceed a paragraph in length.

To bring our national neighbors to our doors is impossible, nor can our classes go to them, but a community of thought and ideals may be fostered through magazines and newspapers published in Spanish. Commonplace as they are, like everything essential, yet they are strong instruments for bridging space, time and temperament.

Our club, organized within the class, devoted the last twenty minutes of the recitation period on Thursday of each week to its activity. The Spanish parliamentary terms requisite for conducting impromptu club work were mastered at the outset. Only students receiving grades above 80% were eligible as officers.

Roll call was answered by Spanish proverbs or brief quotations.

In the elementary year perforce original speeches are exceptional. However, great interest is shown in the memorizing of anecdotes.

A committee of five in consultation with the instructor plans the programs of each week. The club work in class may assume attractive social features. One of my elementary classes at the Tempe Normal School of Arizona arranged a "hike" for the club.

Late in the afternoon one Friday, the khaki-clad boys and girls (the Southern Normal has always had military drill) marched to the banks of the Salt River, some three miles beyond the Butte, to present their final program of the year.

After sand races came the roll call with responses, not the regulation proverbs and *dichos* of the class room, but delightful surprises in little tributes to "La lengua Castellana."

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Supper followed on the sands, all gathered in a large circle about the glowing bonfire, which you may rightly guess was not kindled for any atmospheric reason but to ward off the attacks of the hostile mosquito.

The young ladies of the club had very cleverly prepared a large box of bonbons—inserting a tiny Spanish message in each with a corresponding answer—for example, as sentimental as "¿Me darás calabazas?" with the reassuring reply, "En los momentos de locura. si." However, no youth was flattered by this unusual attention, for he felt sure that only an academic end was being secured. Then we climbed to the rocks of the Butte and there by the light of the moon we listened to our guest of honor, an officer of high rank in the American army, who had seen distinguished service in the Spanish-American War, and one who had spoken Spanish from childhood. We gathered about the smouldering embers as the hour for the return to the campus came, when once more "El Himno Nacional" was sung and under the stars we made our way homeward, calling at the old flour mill along the way. I feel sure that night will live long in the memory of us all.

One of our class programs was a department store—or rather, two consecutive programs, for the first week was barely sufficient for organization of the store management. Lists of articles were brought of the goods on sale usually in the different departments of the store by the various departmental managers, the remaining students being assigned special lists as customers. Some of the *dependientes* showed great salesmanship and the *cajero* was ever aware of counterfeit checks. As a vocabulary maker the typical department store is most successful. Such material is easily accessible in the advertisements of weekly editions of Spanish newspapers. The study of history and geography of Spanish countries finds a valuable adjunct in the use of picture post cards.

In many class rooms large maps of the countries studied are lacking, but are none the less necessary for establishing correct ideas regarding the relative location and distance from important points of the places in consideration. This lack may be supplied in part by railroad folders and steamship company maps. This sort of material will bring the Spanish Club nearer to actual talk in Spanish than the most charming story imaginable.

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As a variation from the regular outside program the committee assigned ten lines for memorization to a single student, thus assigning the entire selection, the student who succeeded in reproducing this assignment without a single omission being rewarded by the slip "sobresaliente." In this way the element of competition stimulates interest and effort.

Another device is the use of the calendar. Some member of the club is held responsible for announcing a week in advance, holidays, religious or civil, anniversaries, and historical events; for example, el 6 de enero, el dia de los reyes—el 24 de junio—el primero de noviembre, el dia dar acción de gracias.

In my classes in the Southwest I found it possible to secure much valuable program material. In Southern California the traditions of Spanish life richly exist. One afternoon we visited the mission of San Gabriel near Los Angeles and witnessed a performance of the Mission Play of California, the dramatic portrayal of the early history of California by the poet McGroarty. Between acts the audience promenades in an enclosed circular walk outside the theater. At different points are miniature representations of the various misssions of California in the setting of blooming flowers and singing birds. The theater was constructed solely for the Mission Play and has the distinction of being the only one of its kind built in the shadow of mission walls. The chapel bell brings the audience back to the next act.

During the elementary year in high school, the work in clubs may be reasonably expected to accomplish the following ends:

1. The acquirement of a vocabulary of practical, everyday subjects in a classified, associated form, hence usable knowledge.

2. Training in consecutive thinking and in clear, definite and ready expression of thought.

3. The formation of habits of independent investigation invaluable in after life.

4. The awakening of a genuine interest in the literature and institutions of the peoples of Spain and Spanish America with whom destiny has linked the United States for future coöperation.

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CREATING A SPANISH ATMOSPHERE IN THE CLASSROOM

(A paper delivered at the meeting of the Spanish Section of the Modern Language Division of the National Education Association, Pittsburgh, July, 1918.)

May I give you a little of the geography of the Seward Park School and its environment? It is in the midst of the lower East Side in a district where English is a foreign modern language, but where the rising generation is intensely American, and acts as a leaven among the parents of foreign birth. I have been amazed at the amount of Americanizing that has been done in the last few months through the medium of these future citizens, under the guidance of Mr. Brodie, principal of the school. The champion "Four Minute" man of the city was one of our boys in the Jewish quarter. The pupils more than doubled the quota of the Third Liberty Loan, collecting $350,000. A very large, flourishing Red Cross Club exists in our school, where much opposition had to be overcome due to prejudice against the cross. Our school is situated east of the Bowery, and on the other side of the "Mason and Dixon" line is the Italian district. For seven years I taught in that Italian section and often spent many unhappy hours over the fact that these two districts were always up in arms—one against the other. The lack of brotherhood was appalling. One was sorry for a little "Kike" who got over on the Italian side, and the Lord help a little "Ginnie" who got into the Hebrew ground. The Bowery was a "No Man's Land."

When, four years ago, I crossed the Rubicon and entered the Hebrew land I took with me many pleasant memories of "Little Italy," and a following of boys who had been in my band and orchestra from time to time, many of them professional musicians. I carried also the regret at the lack of harmony between the two districts.

I had come into a district as unlatin as one could picture. Fancy a big school of over 4,000 pupils—all Jewish, Russian Jews for the most part—with a sprinkling of Jews from Egypt, Turkey, Austria or Rumania, and nothing of Latin traditions—classes

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unlike those of most high schools where we get a composition of different nations—a spot where some appeal might be made and felt. And I was to begin Spanish there. The student body wanted Spanish—business demanded it—and as we are a Junior High School and Commercial High School all in one—the clamor was for Spanish. You see, my first job was to start something to create a Spanish atmosphere to counteract that unlatin attitude. I think I have succeeded in making the air in my room talk Spanish, and indirectly but very evidently helped to break down the "barbed wires" and destroy "No Man's Land," to create a feeling of tolerance, of democracy; have given a knowledge of Spain, of what she has been, and is, in art, literature, business and politics—all of which has caused an intelligent respect for Spain—after two years' work—and it meant hours and nights and a sacrifice of Saturday and Sunday often.

I encouraged pupils to get and read magazines such as *The South American*. I supplied them with copies of several Spanish magazines and papers or calendars. They cut out pictures and paragraphs that held interest for them. In the sign-painting room were charts with such headings as Spain, Cuba, Ecuador, Chile, Argentina, Mexico, etc., and the flag of each painted in colors. As the pupils and I found clippings and pictures of political, commercial, or geographical interest we pasted them on the charts hanging about the room. I am fortunate in having friends in several Spanish speaking countries, and I have thus gotten many articles of interest —as a water bottle from Cuba, a shawl from Mexico, a jipi japa hat from Ecuador, castanets from Madrid, and such like. I know a ship master, who has been successful in bringing me plants, and I have been fortunate in keeping them in good growing condition—orchids, six kinds from Guayaquil; mariposa, emblissa, and diamela from Cuba. He has brought me post cards showing life, habits and industries as well as scenery; money of several places, postage stamps, newspapers, posters announcing various events; fruits, as mamey, anone, mangos, guava, aquacate. I brought down my almohada and bolillos and taught the girls some simple Spanish laces. The bolillos, by the way, I could not get in the city and I had some 300 made in our wood turning shop, using some I got from Madrid as a pattern. I took boys and girls to visit some bodegas and cigar and fruit importing houses. We had several Spanish meals. I made

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typical soups, cooked garbanzos, frijoles, malangas and the delicious "plátanos indios," those bananas that are so puckery and horrible raw, and so delicious cooked. We got pastas and dulces in the bodegas also. I gave illustrated talks. We made trips to the Hispanic Museum. I invited several people to sing or play Spanish songs or to talk to the pupils in Spanish or of things in Spanish. A day or two after one of my talks on Spanish literature, a pupil reported to me having seen a play by Pérez Galdós at the movies. One of the boys in the class, whose father owns the theater, had noticed the name of the play and author, and selected it. We all went, and it paid to put Galdós in Grand street. A number of us went to see "The Land of Joy" and enjoyed the Spanish songs and dances. A friend of mine who played in the orchestra got us $1.50 seats for 25 cents.

When my captain, who had become greatly interested in my classes, came into port with an interesting cargo of ivory nuts, cocoa beans, rare hides, sisal, etc., he let us know, so that we might go down to the pier and see them.

The boys got busy at all the steamship offices and collected much interesting, up-to-date illustrated information regarding Spanish speaking countries and how to get there.

They were fast becoming admirers of all things Spanish and they were completely vanquished when I took them to visit the old Spanish-Jewish Cemetery on West Eleventh street.

By chance I had an Italian pupil in the class who had not had the easiest kind of sailing in the eighth year because of prejudices. She turned out to be a very clever Spanish student and pupils respected and liked her for her "Latinness." Occasionally I carried on a conversation with her in Italian, especially when any similarity to Spanish in words or idioms was evident—number, days of the week, and so on. She was very popular with the boys and the girls.

My boys from the Italian schools have come over to play for me when I have had plays or entertainments and some good friendships have sprung up.

I hope I have given a few "idealets" which may serve you or be an inspiration or help.

CATHERINE C. KELLEY

SEWARD PARK INTERMEDIATE SCHOOL
NEW YORK CITY

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GUÍA SENTIMENTAL DE ESPAÑA: SEGOVIA

Muy claros los horizontes, el llano pardo, la tierra azul, el aire frío y en el campo ondulado, avanzando, la proa quimérica del alcázar. Tras él, revuelta en altibajos, hirviente en los arrabales, mansa en las plazas, viene la ciudad en rumorosa estela que se funde poco a poco en el raso. No remotas, las sierras, encrespadas como olas, con nieve en las cumbres y oscuros verdes en las estribaciones que, henchidas, se van alisando según avanzan cara al norte.

La ciudad parece un ansia de quietud: aparta los ojos del fragoso Guadarrama, huye de las frondas de Valsaín, va dejando a los lados barriadas, caseríos dispersos, huertas, y hiende la llanura para buscarse en el desierto la propia alma. Las huebras han borrado los vestigios de las casas desaparecidas, y la reja del arado comienza a clavarse en la raíz de las zagueras; el alcázar sube valle arriba, avizorando las líneas secas del horizonte, ansiando algo que no acaba de aparecer.

La ciudad no es lo que fué: tuvo una vida plena en riqueza, dolores y alegrías; pero hoy ha arrancado de su seno aquellos sus afanes sumiéndose en la melancolía de lo pasado. Un sordo vivir, sin emociones, seguro de no recobrar su pretérito esplendor, la tiene impasible quizá gozando con los recuerdos. Acaso en lo hondo de su alma vibran unas notas risueñas cuando en ese soñar llega a olvidarse del presente. Su paisaje se ha recogido también: las arboledas despliegan sólo su lozanía en lo profundo de los collados, alegrando la desolada paz de las ruinas.

Por la parte del norte bajan las aguas del Eresma sin bullicio, tranquilas: entran en las huertas, se remansan en las aceñas y siguen después camino abajo, ceñidas siempre por los álamos temblorosos que, al otoño, cuando se pintan de oro vibrando al cierzo, semejan esas almas abrasadas que en aquellas mismas riberas vivieron dedicadas al Señor. Al otro lado de la ciudad un arroyo, menguado en aguas, pero de sonoro nombre, serpea y se deshila entre riscos y negrillos. Clamores le llaman. La ironía o la leyenda han dado a sus aguas el bello nombre que llevan, pues es su voz tan humilde, que la apaga el rumor de la brisa cuando pasa por las olmedas. Estas bellezas de égloga viven recatadas contra la muralla, en los fosos

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que cercan la ciudad, ocultas del campo. Algún ciprés, sobre un ribazo, asoma la cima a la campiña quedándose absorto ante ella.

El paisaje segoviano es sólo una línea que, como el alma, parece decirnos: más allá, más allá. No tiene este paisaje el ardor del avilés, pero en su simple severidad es más intenso porque no tiene pasado ni tendrá futuro, por ser línea pura. Es como fué y así será. De ahí ese poder suyo de mostrar lo eterno en la radiante luz castellana. Línea y luz son las dos únicas notas del paisaje segoviano que, en su austeridad, gusta de ostentar todos los tonos del color, riqueza que logra en los otoños, cuando las primeras nieves de los picos son pálidas, el cielo cárdeno, los campos purpúreos, la sierra verdinegra. En las tardes, el sol, antes de ponerse, arranca lumbraradas de los vidrios de la ciudad y toda ella queda envuelta en una ténue luz de oro; las campanas de la catedral envían por los campos sus voces de oración que corren leguas y leguas sin encontrar donde hacer eco, muriendo con el día. A esta hora también, pasan del llano a la sierra los grajos, aves agoreras que no saben cantar, pero en cuyas alas negras llevan prendido el futuro de los humanos.

Segovia es la ciudad de la melancolía. No tiene el alma múltiple de Toledo por haber sido castiza, más de la tierra. Los extraños vieron en su severidad altanería, en su rectitud orgullo; no asentaron en ella y perdieron la intimidad de su corazón generoso, tan presto para las empresas de valor como áspero de ganar con los halagos. Mal interpretada su ecuanimidad, la admiran sin amarla: per no le importa. Sobre todo quiere ser como es. Muchos de sus ideales los puso en su vida civil, habiendo sido en ella ejemplar. Fué industriosa y guerrera, a veces implacable en la justicia, pero siempre de buena fe. Llegada a vieja, abatida la fortaleza de su alma vive indiferente, con melancolía, a la sombra de las grandezas levantadas por su entusiasmo. La ciudad, en su aspecto, así parece decirlo. No ha sabido o no ha querido encontrar como Avila una nueva vida en la fe. Sin asustarse de los infortunios, los ha ido dejando llegar impasiblemente, aceptándolos con serenidad. Siempre fue humana y no olvidó la dualidad del vivir, dando una injusta preponderancia a uno u otro modo. En ello no debieron de influir poco aquellas mesas de menestrales que formaban otra ciudad alrededor de San Lorenzo cardando, hilando, tejiendo lanas y, a las veces, dejando sentir en la villa la fuerza de su número. Vanas fueron las cédulas reales para atajar el crecimiento preponderante de aquellos barrios de obreros donde campeaba desenvuelto el individualismo español. Quizá influyeron

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mucho en el sentido de libertad, tan ampliamente sostenido por la villa durante mucha parte de la edad media y aun después de bien entrada la moderna. Es admirable como Segovia vela por sus derechos: el rey, la nobleza, el clero, el pueblo han vivido en ella casi confundidos y, si banderias hubo, más fueron entre iguales que entre los estados. De estos cuatro brazos, hoy caidos, sólo queda el caserío de los arrabales, sin gente, el alcázar y la catedral.

El espectro grandioso, perfilado entre cielo y tierra, del alcázar atalaya en su origen, defensa después, gustoso lugar para recreos reales más tarde, es hoy una reliquia. Por sus salas sonoras, vastísimas, vagan ahora mil recuerdos de la villa pretérita. Todas las historias segovianas, las leyendas fantásticas, han venido a refugiarse en este palacio torreado. Lo es todo en Segovia el alcázar: ni la catedral le ha desvanecido su historia; está demasiado arraigada en el sentir popular para arrancarla de él. Además, se fué haciendo de legítimos regocijos y días de mucha zozobra para ser olvidados pronto. En aquellas estancias se entrevistaron como iguales, de tu a tu, pueblo y rey; en ocasiones fueron los fosos defensas contra pretensiones de la tiranía, en otras guardadores de los fueros de la villa. El rey Santo vivió bajo aquellos techos; la sabiduría de Alfonso el décimo, en ellos se vió humillada. Pero cuando la vida del alcázar alcanza todo su esplendor es en la corte del señor don Juan II, el rey poeta, cuando sus estados arden en fiestas y guerras a un tiempo. Allí, en aquel alcazar doñean los caballeros distinguidos del monarca con las damas segovianas, los poetas recitan en los estrados halagando el gusto de la corte, la esplanada fronteriza al rastrillo es liza donde lucen su destreza los más apuestos justadores, las aguas del Eresma, por la noche, reflejan las mil luces del palacio por cuya tranquilidad vela aquel varon esforzado que se llamó Don Alvaro de Luna victima más tarde del propio rey. En el mismo alcázar encontró lealtad y sanos avisos el débil Enrique IV; mientras los de Avila le deponian en una farsa, los de Segovia le seguían adictos. De estas torres salió para ser proclamada por el pueblo la reina mas preclara de España, Isabel de Castilla.

Ya después comienza a declinar la historia de la fortaleza hasta añadir un baldón a su escudo en el tiempo de Carlos I, en la guerra de las Comunidades. El alcázar se proclama por el emperador, abandona al pueblo y éste, enfurecido, se prepara a la lucha; pero es difícil contender con él, su alcaide Diego de Cabrera sabe medir la

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ventaja de su posición y saca provecho de ella contra los sitiadores. Entonces es cuando éstos piensan utilizar la catedral como baluarte. el Concejo se opone, pero a sus miramientos contestan los comuneros: la iglesia es del pueblo. Ejemplar respuesta que supo mantener Segovia en toda aquella desdichada lucha. Medio año se hostilizan el alcázar y la catedral hasta que los infortunios de Villalar dispersan a los defensores de las libertades castellanas. Es su última hazaña: dijérase que con aquella malhadada decisión de ir contra su propia tierra se le acabó la historia. Después, el fuego, ha querido por tres veces aventar su vida, pero los segovianos, tan celosos con su pasado, la han salvado siempre. No importa si hoy es otro: allí ha pasado cuanto llevamos dicho; desde sus torres se siguen viendo los mismos mundos: el mar de Castilla y los puertos de la vecina sierra por donde descendería el atrabiliario Arcipreste de Hita que vino a Segovia a gastar su caudal Dios sabe en qué menesteres.

La desierta campiña hace más evocadora la ciudad con sus iglesias, monasterios, torres, campanarios, del pasado esplendor. Segovia ha tenido siempre la conciencia de sus derechos, por eso ha conservado hasta hoy sus mejores monumentos, testimonios de tal virtud. Cuando se derrumbó el acueducto, esa vieja presea que engalana su pecho, clamó de dolor ante la reina Isabel y un frailecico del Parral, Juan de Escobedo, volvió a ordenar los sillares de la arracada. Por entre los arcos lució de nuevo el azul del cielo. Era como amatistas montadas en aquella severa fantasía de cuya estructura parecen haber tomado modelo los orfebres para delinear los collares con que se adornan las serranas en los días señalados. Asolada la catedral en los días de los comuneros, el pueblo levantó otra de sus ruinas.

La catedral de Segovia es joven aun; es la última que se erigió en tierras de Castilla; pero es sin duda la más castiza: los Gil de Hontañón intentaron sin duda dejar indeleble en ella el sentir de la tierra combinando la grandeza con la austeridad. En esta catedral, el devoto no tiene ocasión de distraer su espíritu en ampulosidades artísticas ni en primorosos ensueños tallados en piedra. En ella aparece todo subordinado a una idea que ha querido volar dejando las ligaduras terrenales. Como en el paisaje es la linea, severa, recta, sin vacilaciones, que sube a lo alto sin entretenerse en los bellos juegos góticos. Gentil torre la suya, rebajada hoy, pero soberbia, reinando en la ciudad. Felizmente los arquitectos realizaron sus

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ideales contando con lo que en España ha integrado todo el arte, el sentimiento popular. Constructores también estos arquitectos de la salamanquina, a las dos las han identificado con el suelo donde han de vivir: aquella, en la región de la tierra dorada y de los risueños sotos del Tormes; a esta, en la severidad de la meseta. No en balde fue aquí tan profundo el sentir de las gentes que ofrecieron no sólo su dinero sino su corazón. La iglesia es del pueblo, dijeron en una fecha memorable; y del pueblo ha sido. En los días cuando se emprendieron las obras de la edificacion, se esperaban las fiestas con ansia porque en ellas, oficiales, maestros, gente principal, hombres y mujeres, corrían a los bosques de Valsaín a traer maderas; los labriegos enguirnaldaban sus yuntas como para una fiesta geórgica y al paso tardo de los bueyes acarreaban de las vecinas canteras de Revenga o la Madrona, cuanta piedra era posible. Todo el pueblo "para muestra del contento y gozo con que acudian a semejante trabajo (que lo era grande), llevaban las angarillas adornadas y cubiertas de seda". Tal refiere el pícaro Alonso, testigo de los hechos e hijo de Segovia, como su compinche Pablillos. Así esta catedral es pura expresión popular en que las almas de los artistas y la del pueblo, fundidas al mismo fuego, lograron dar justa medida del genio de la tierra. Todos pusieron su esfuerzo o su afan en esta obra del santuario, la más noble en la empresa porque no sería hija del temperamento de un hombre a quien se confiaba el propósito, sino del amor de la villa entera que, sin saberlo, pretendía sobrevivirse. En la gran plazuela frontera a la puerta mayor, centenares de losas sepulcrales, separadas por el césped, dicen los nombres de otros tantos linajes humildes o nobles pero que fueron, como estuvieron en vida, a reposar unidos.

El acueducto, el alcazar, la catedral, esa trinidad levantada por el civismo, hoy, es solo un fantasma, no tiene alma, menester es que Segovia como tantas otras ciudades españolas vuelva a sentir el fuego de Juan Bravo, aun cuando se abrasen en él caballeros tan cumplidos como Rodrigo de Tordesillas.

La ciudad entera evoca la edad media con sus viviendas fuertes, sus casas solariegas, apoyo de otras humildes, y sus sobrados abiertos en graciosas galerías al estilo morisco. En ella pueden revivirse quizá mejor que en ninguna otra parte de España, tiempos muy remotos. Los poemas del arcipreste y las malicias de la madre Celestina, aparecen a cada instante por aquellas callejas solitarias donde

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abre sus puertas un recio palacio, pasa una dueña velada en su manto o sale una demandadera de monjas con muy sutiles recados confiados a su discreción. Los mercados de entresemana en la plazuela: la gente del campo, vestida como antaño, entra y sale en días festivos: los troveros que en un rincón de la plaza siguen recitando romances de guerra o hazanas fabulosas, y las campanas, esas campanas de las provincias españolas que voltean siempre con tan plañidera voz que matan el presente. La quietud de la gente se turba un instante: va a pasar la diligencia de Sepúlveda que sale ahora del Parador de los Caballeros. . . .

Los arrabales no guardan ni sombra de su pasado: han perdido todo su bullicio; se han llevado las cardas, han desaparecido los telares; no se batanea en las tenerías; las iglesias cerraron sus puertas por falta de feligreses y las torres no han vuelto a sonar las oraciones. Los gremios fueron poco a poco deshaciéndose; los hombres dispersándose. A unos se los llevaron las guerras, otros emprendieron el camino de las Indias, no pocos buscaron en Medina lo que empezaba a faltar en Segovia, y, de alli, se trasladaron a Flandes. Nadie volvió. Tanta puerta cerrada, palacios en ruinas. talleres sin menestrales, monasterios en silencio, nos hablan de una grandeza difícil de ponderar.

Desde la puerta de San Cebrián, asomando por la espesura se ve El Parral con su torre cuadrangular festoneada con graciosos calados. Es uno de los viejos monasterios que los Jerónimos, espejo de hombres y de religiosos, extendieron por toda España. También su torre tiene sus cuencas vacías; lugar fué este de esclarecidos varones en fe y en artes. De sus claustros salió quien habia de perpetuar por muchos siglos más la obra del acueducto; el padre Sigüenza cuyos bellos escritos están injustamente olvidados, hijo fué de esta casa; Fry Pedro de Mesa, prior del mouasterio, supo mantener intactas las reglas de su orden, arrostrando con ello la malquerencia de una dama poderosa. Este retiro de los Pacheco, vacío y abandonado también, esta hoy con las ventanitas de las celdas abiertas a la ciudad preguntando, por qué los hombres olvidan tan pronto lugares y cosas que debían respetarse por ser ejemplares en su historia como en el arte que atesoran.

Las iglesias segovianas todas tienen una ejecutoria de nobleza adornada de leyendas. Así la Vera Cruz, San Martín, Corpus Christi, Santa Olalla, San Esteban . . .; pero entre todas ellas.

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un capricho ha venido a proseguir la vida singular de San Juan de los Caballeros, la iglesia de Fernán García el ganador de Madrid. De ella fué parroco Colmenares y en ella se conservan aun vestigios de la capilla de los nobles linajes. Pues hoy, la fortuna la ha salvado de la ruina gracias a otros linajes no menos esclarecidos y más universales: en uno de los ábsides, Zuloaga el viejo, ayudado de su hijo Juan, como usaban los artífices antiguos, les roba a las llamas del horno el fuego y el color, para aprisionarlos en las primorosas porcelanas pintadas que son un claro brillante en este olvido oscuro de las viejas artes españolas. Y en una de las naves, otro Zuloaga, el sobrino, Ignacio, labora buena parte del año en esa misma tierra a la que tan hondas emociones le ha arrancado. De este modo, San Juan de los Caballeros, la iglesia nobiliaria fundada, mantenida y guardada por las lanzas mas fuertes de su época, ha venido a continuar su historia con la de este otro linaje de artistas.

Al entrar a la ciudad por la puerta de San Martín, recordamos como los segovianos no dejaban pasar a los reyes sin recibirles el juramento de que habían de respetarles sus fueros. Esta arrogancia, tal conciencia de civismo tan honorablemente guardada, es lo más elevado de la historia de este pueblo.

Tres hechos muy dignos de atención hay en las páginas de su vida política: uno es la muerte violenta de Alvar Fáñez, el pariente del Cid, vencedor en cien batallas, terror de los moros. Ni la fama de su bizarría, ni el prestigio ganado le valió en Segovia para imponerse. Es también el caso del procurador Rodrigo de Tordesillas, honrado, franco, que confiado en su lealtad, vuelve de las Cortes convocadas por el Emperador, en Coruña, y quiere afrontar las iras del pueblo abriendo las puertas del Concejo. Joven, no sabía que es difícil oponerse a las multitudes cuando ya éstas, creyendo haber juzgado, se proponen ejecutar la sentencia; y, sin culpa, aquel hombre de honor fué llevado al cadalso. Era el hervor de las Comunidades. Después se mostraría capitaneando la junta segoviana el buen caballero Juan Bravo, como le llamo Padilla.

Segovia se había unido a Toledo, a Avila, contra el Emperador. Parece un aviso divino tal rebelión. Pero no faltaron malvados para estorbar tanta generosidad. El alcalde Ronquillo, mucho aparato para justicia y poco para guerra, como decía el clerigo Colmenares, se valió de la sagacidad para malograr mucho de aquel movimiento y, cuando las malas artes no le bastaron, acudió a la crueldad.

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Medina del Campo prefirió ser quemada antes que prestar su artillería para reducir a los de Segovia y "sus mercaderes pelearon como capitanes". Santa María de Nieva quedó aterrada al ver levantada la horca en la plaza mayor; El Espinar fué despoblado, y, en los campos de Villalar, abatido por fin el movimiento y presos sus valerosos caudillos. Llevados al suplicio, pregonaba el verdugo por las calles de Valladolid: "Esta es la justicia que manda hacer el rey a los traidores" y el caballero Juan Bravo, al oirlo, gritó, como si no fuera a morir en plazo breve: "Mientes tú y quien te lo manda decir."

Así eran Segovia y sus hombres.

RAMÓN JAÉN

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AN IMPORTANT COMMUNICATION

To Members and Non-Members:

Our first year as an Association is drawing to a close. We began a year ago with four hundred-odd members. We now have about seven hundred twenty-five.

We began under difficulties but with much enthusiasm and confidence in the wisdom of the step we were taking. Time has shown us that we made no mistake in launching the national Association. Some obstacles have disappeared; some new ones have arisen. But to the last man or woman of our membership our zeal is unchecked and our determination to succeed is stronger than ever. In spirit we have progressed excellently.

Financially, we are doing fairly well, thanks to our increase in membership, to our advertising manager's energy, and to the willingness of publishers to use our journal as a medium through which to reach the teachers of Spanish.

Numerically, we must do far better. We should have at least a thousand more members than we have at present. A good many of our present members are engaged in some form of war service—some are at the front in France, others have made themselves practically indispensable in various departments of the Government in Washington and elsewhere. Their time and strength are so absorbed with the all-important task of helping to win the war that they may not be able for some time to renew their activities in our Association. We need new associates, as well as the present members, in our efforts to make The American Association of Teachers of Spanish the complete and great success it gives so rich promise of becoming.

To Present Members: This is your Association. If the Association has helped you, help the Association. The means of communication between us has been our journal HISPANIA. You know what an inspiration and help you have derived from its articles, reviews, and bibliographies. Show the journal to others and get one new member. Libraries are eligible as members. Therefore persuade a librarian to subscribe to HISPANIA. To do this our subscription list must be larger. Incidentally, don't forget to pay your

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own dues. A bill for the 1919 dues has been sent you. Let this jog your memory that the dues are payable before the annual meeting. The distribution of HISPANIA by the mails has not been perfect, but don't blame it all on Uncle Sam. He has had many troubles this year. Perhaps you failed to notify the publication office of your change of address. If you do not receive your copy on time write first to your last address, then to the Secretary-Treasurer of HISPANIA, 1081 Park Place, New York.

To Non-Members: This issue of HISPANIA is being sent to many persons not at present on our rolls. We are sending it in the hope and belief that you will after reading it desire to become a member. We regret you have not joined forces with us before now. Our Association and its journal HISPANIA offer you just the help you have long been seeking in your teaching of Spanish—the inspiration that comes from association with those who have the same problems and interests as yourself—mentally through the medium of HISPANIA, the only publication of its kind in existence, and socially through local chapter and annual meetings. We and you have a common cause. We offer you leadership therein. That cause is the advancement of the study and teaching of Spanish. There will be beyond a shadow of doubt at the end of this war another tremendous trend toward the study of Spanish in this country, greater even than that of the past four years. You need our help: we need yours. Join with us. The bibliography alone of HISPANIA is worth to a teacher of Spanish or one interested in Spanish matters many times the two dollars asked for it per year. Send *now* your dues for 1919 to the Secretary-Treasurer.

Please tell others who may not see this review that they may receive a copy of this issue gratis on application to the Secretary.

Local Chapters: The President has sent to leading representatives of our society in the principal centers of the country a letter (accompanied by a list of members) urging the establishment of local chapters in conformity with Section 3 of the By-Laws. (See HISPANIA for February, 1918.) There should be formed this present academic year at least a dozen local chapters. An immense amount of good results to local groups and to the national Association when chapters are established. Do your part, do your utmost, whether you have been asked to do so or not, to form a local chapter. It is not difficult to accomplish this when enthusiasm

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and a fair amount of effort are brought into play. Talk this matter over with other teachers in your vicinity. Write the President if you want help or advice.

Annual Meeting. We have decided to hold our second annual meeting in spite of the adverse conditions of war time. This meeting will take place in Room 411, Kent Hall, Columbia University, Saturday, December 28, 1918, beginning at 10:30 a.m. The program, which cannot be given at the time this is written, will be greatly worth while. A simple luncheon will be served at 1 o'clock. After the afternoon program an informal get-together dinner will take place at 6:30 p.m. We had a most profitable meeting last year. We aim to provide this year a greater opportunity for social intercourse than was possible last year.

The success of this annual meeting will depend upon the attendance of members more than upon the program, which, however, will be exceptionally good. So come. The Modern Language Association of America will hold its meetings December 26-28 at Poughkeepsie. Many will therefore be able to attend the meetings of both associations.

Come in spite of hard times and high railway fares.

Yours for the greater success of our Association,

LAWRENCE A. WILKINS, President.
ALFRED COESTER, Secretary-Treasurer.

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RESOLUTION BY INTERNATIONAL COMMISSION

(The following resolution on instruction in the Spanish and Portuguese languages was adopted at the meeting of the United States Section of the International High Commission, October 7, 1918.)

The United States Section of the International High Commission, recognizing the primary relation of a knowledge of languages to the free, ready and constant interchange of thought between different peoples, Resolved:

I. That, in order to develop closer commercial and social intercourse between the countries embraced in the International Union of American States, provision should be made in the high schools as well as in the higher institutions of learning in the United States for competent instruction in the Portuguese and Spanish languages;

II. That it is desirable that special courses should be established for the education of persons to act as the representatives of United States business interests in the other American Republics;

III. That the secretary of the Section is requested to forward a copy of this resolution to the Commissioner of Education of the United States and to the Commissioners of Education of the several States.

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NOTES AND NEWS

Miss Rosalina Espinosa is now teaching at the High School of Commerce, New York.

Miss May Vertrees, of the Fullerton (California) High School, is now doing government work in New York.

Mrs. Rosalie Gerig-Edwards of San Diego gave a successful course in methods at the University of California the past summer.

Mr. Homer P. Earle, of Los Angeles, is now in Washington, doing war work.

Miss Marcial-Dorado is now professor of Spanish at Bryn Mawr. She is also conducting some private classes in Spanish.

Dr. C. F. Sparkman, formerly of the A. and M. College, Texas, has accepted a position with the University of Indiana.

Mr. Mark F. Finley, Jr., formerly of the Central High School, Washington, D. C., is now in the army.

Mr. Albert F. Hurlburt has gone from the University of Michigan to the University of Pennsylvania as assistant professor.

Professor W. H. Chenery, of Washington University, has been absent on leave the past year, officiating as camp librarian at Camp Pike, Ark.

Assistant Professor Alice E. Bushee, of Wellesley College, has been promoted to associate professor.

Dr. Alfred Coester, of the Brooklyn Commercial High School, and secretary-treasurer of the A. A. T. S., has returned from a long tour of the South American republics.

Professor Harry V. Wann, formerly of the University of Michigan, has been made head of the Department of Romance Languages in the State Normal School at Terre Haute, Ind., and has established courses in Spanish.

Dr. Guillermo Sherwell, president of the New York Chapter of the A. A. T. S., is now occupying a very important post with the International High Commission.

Miss Juanita Case, formerly of the Oakland High School, California, was married this summer to a French gentleman, M. Courtenaye. She is still teaching at the Bryant High School, New York.

Professor Herbert A. Kenyon of the University of Michigan, and Mr. Nelson F. Coburn of the University of Minnesota, are now, respectively, captain and lieutenant in the United States army.

Miss Cleo Wakefield of the Broadway High School, Seattle, spent the past year in Santiago, Chile, teaching English in one of the principal "Liceos" for girls.

Miss Eleanor Hoppock, of the Lincoln High School of Seattle, is in service in the Signal Corps of the National Army, and Miss Jennie Young and Miss Helen Hill, seniors in the University of Washington, have entered the field telephone service in France.

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Professor W. S. Barney, formerly of Pennsylvania College, has been made head of the Department of Spanish at Ohio University.

Miss Florence Beiler, teacher of Spanish in the Girls' High School, Brooklyn, N. Y., has resigned her position to take up canteen work in Porto Rico.

Professor Charles P. Wagner, of the University of Michigan, was instructor in the R. O. T. C. during the past year and had charge of a course in Elementary Military Training during the summer session.

Dr. Alejandro Alvarez, Chilean authority on international law, and special representative of the Carnegie Endowment for International Peace, delivered lectures in a number of institutions the past year.

Dr. Balbino Dávalos, formerly of the University of Minnesota and the Middlebury Summer School, is now conducting Spanish courses in the Extension Department of Columbia University.

Professor E. E. Brandon, of Miami University, spent the major part of the past year at Camp Sherman, Chillicothe, O., doing Y. M. C. A. work. He is now in the "Foyer du Soldat" service in France. Professor J. W. Kuehne has been appointed acting head of the department.

Professor John P. Rice, of Williams College, has an article on José Santos Chocano and translations of several of his poems in the February number of *Poetry*. To the first number of *La Revista de Indias*, Professor Rice contributes a charming translation of the well-known *serranilla* of the Marqués de Santillana.

Professor J. P. W. Crawford, of Pennsylvania, and Professor Frederick B. Luquiens, of Yale (Sheffield Scientific School), have been for some time in Washington, and Professor Aurelio M. Espinosa of Stanford University, editor of HISPANIA, is at present in New York in the service of the Government.

Many recent graduates of our colleges and universities who had expected to teach Spanish and French have entered the service of the Post Office Department as translators. It is to be hoped that the best of these will sooner or later enter the teaching profession.

Wellesley College is offering a three-hour course in Spanish American Literature, and a one-hour course in composition and conversation, based on modern drama. In 1917-18 Wellesley had 230 elections in Spanish, as against 18 in 1911-12. The Circulo Castellano, a very flourishing organization, has been in existence for some ten years.

The Spanish departments of the High School of Commerce and the De Witt Clinton High School, New York, are coöperating with Dr. Kelly and Professor Briggs, of Teachers' College, Columbia University, in a series of psychological experiments to predetermine the linguistic ability of students taking modern languages.

The Spanish teaching force at the University of Illinois has recently been strengthened by the appointment of Homero Seris (Ph.D., Havana) as associate in Romance Languages; John Van Horne (Ph.D., Harvard) as instructor, and Miss Eliza Curtis (of the Instituto Pedagógico, Santiago, Chile) as assistant.

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Several Porto Rican teachers have entered the various Spanish departments of the New York City high schools.

Spanish has been put on an equal basis with French and German in Lehigh University and Simmons College.

At Oberlin College Spanish, first and second year, will be offered each year instead of alternating as heretofore.

A separate department of Spanish has been created at the University of Maine, under the direction of Professor Roy M. Peterson, formerly of Cooper College, who succeeds Professor Paul E. Raggio, recently deceased.

Teachers of language in general will be interested in the Language Map of Europe, published by the Denoyer-Geppert Co., 460 East Onio street, Chicago, and in the same firm's maps of South America, of which there are three.

This year the co-educational institutions are fortunate, in view of the ruling of Colonel Robert I. Rees, which places a premium on French and German in the S. A. T. C. It is hard to see just why soldier-students who had started Spanish should not have been allowed to continue it.

The New York City Board of Education has recently published a revised syllabus of Modern Languages. This admirable and necessary piece of work was accomplished under the direction of Mr. L. A. Wilkins, in charge of modern languages in high schools.

During the past year an exchange of teachers was arranged between the University of Washington and the Instituto Comercial of Valparaiso, Chile Professor Charles M. Strong went to Valparaiso, and Professor Benjamin Oyarzun Lorca took his place.

Word has just been received from Mr. Leonard Covelle, of the Spanish Department of De Witt Clinton High School, New York, that he is doing duty with the American Intelligence Police Corps on the French-Spanish frontier.

Among the New York teachers who gave instruction in summer schools the past summer may be mentioned Mr. Luis Sherwell (Stuyvesant High) at Cornell University; Mr. E. San Giovanni (Manual Training High) at Adelphi College; Mr. M. A. Luria (Clinton High) at Rutgers University.

Two numbers of *El Estudiante Latino-Americano* have appeared. This journal is published six times a year as the official organ of the Federación de Estudiantes Latino-Americanos. Its editor is José M. Hernández of the faculty of the University of Michigan.

Special courses on South American History or on some aspect of Hispano-American civilization were given the past summer in Cornell University, Syracuse University, George Peabody College for Teachers, Columbia University, University of Michigan, Ohio State University, and Simmons College.

At the University of Kansas a department of Hispanic Languages and Literatures has been created, with a staff of six, and with Professor Arthur L. Owen as chairman. Mr. Felipe Molina has been promoted to assistant professor. Mr. José Albaladejo has been added to the force. Miss May Gardner is with the Red Cross Canteen Service in France.

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The State College of Washington is fortunate in possessing two auxiliaries for the furthering of Hispanic studies—the "Circulo Español" and the "Mesa Española." A movement is on foot to establish also a "Casa Española." The Department of Spanish began a rapid growth in 1913 under Professor Carlos C. Castillo, and in 1917-18 was the largest in the university.

Among the many teachers of Spanish that New York City has lost for the period of the war are: Miss Grace Hemingway, Newtown; Miss R. Willson, Bushwick; Miss Anne Carter, Morris; Mr. Charles Montross, Commerce; Mr. Michael Lieb, Commercial; Mr. Leonard Covello, Clinton; Mr. Abraham Kroll, Clinton; Miss María López, Julia Richman.

The Spanish section of the Department of Romance Languages of the University of Minnesota has grown since September, 1914, from 95 to 459 in 1917-18. There are in the department three Spanish-American teachers: Mr. Balbino Dávalos, Mr. Pedro Henriquez-Ureña, and Mr. Enrique Jiménez. In 1916 *Mañana de Sol* and in 1917 *Los Piropos*, by the Quintero brothers, were presented. The Spanish Club has been active since 1914.

The New York Chapter of the American Association of Teachers of Spanish held their first meeting of the year on October 12. There was a large and enthusiastic audience. Seventeen new members were admitted to the chapter that day. The speaker of the day was Professor Santamarina, well known in Spanish American circles, who spoke on Las Americas. Two distinguished guests were Mrs. Charlotte B. Jordan, translator of the Los Cuatro Jinetes del Apocalipsis, by Ibáñez, and ex-President José Santos Zelaya of Nicaragua.

Ohio State University is offering a teachers' course in Spanish for the current year. The University of Michigan will also offer one for the first time. During the past summer such courses were given at Columbia (Dr. Clark); Wisconsin (Professor Cool); Miami, Indiana (Professor Jameson and Miss Lyon); Chicago (Mr. Parmenter, who also gave a special course in Spanish phonetics); Kansas (Professor Neuen Schwander); Leland Stanford (Professor Espinosa); Michigan (Professor Wagner); University of Washington (Professor Ober); Boston University (Professor Waxman); Hunter College (Mr. Barlow); Butler College (Professor Greene).

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REVIEWS

THREE SPANISH AMERICAN NOVELS

The A. B. C. Conference, called to discuss the Mexican situation, and the alignment of many of the nations of Latin America on the side of the Allies in the great world war have awakened in the peoples of both American continents a mutual interest and a growing desire for a realization of the Pan-American federation, so long the dream of many. To teachers of Spanish in the United States has come the call to do their "bit" in stimulating this interest and in bringing about a better understanding of our southern neighbors. The response has been a willing one and has been nation-wide. In consequence, there has been an increasing demand for text-books whose subject-matter should deal with South and Central America and Mexico as well as with Spain. This demand has been met by the appearance of many such books: grammars and readers, books for composition and books on commercial Spanish. The bulk of these contain some variation on the South American tour, real or imaginary, and the Spanish text is for the most part material made to order by the editor and presumably cut to the measure of his students, and perhaps also to that of those who are to do the teaching. For, while many American teachers of Spanish have traveled and studied in Spain and know the mother-country well, it must be admitted that comparatively few know much about the countries of Spanish America. For this reason *realia* must be provided in the way of maps and pictures, and very full historical and geographical data must be given. This has been the mission of these constructed texts, and they have proven exceedingly useful and of great informational value. But excellent as many of them are, and carefully and conscientiously edited, material of this kind does not give the American student the real spirit of Spanish America.

Professor Keniston offers as his reason for the edition of "María" here discussed, his belief "that the easiest method of studying the life of another people is to study their literature." He might go farther and say that it is the only way except to live for a time in the midst of that people. And incidentally it should be said that, though we must go to the mother-country for most of the really great things in Spanish literature, there are many productions of Spanish America that may be read for their intrinsic literary value, as well as for a practical aid to a better understanding of those peoples. Some poems by Spanish American poets have appeared in collections, and a few short stories, but until recently no long piece of Spanish American fiction has been available for school use. We, therefore, welcome these editions of three Spanish American novels that have been brought out within the past year and a half.

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(a) **Amalia,** por José Mármol. Edited with exercises, notes and vocabulary by Ames Haven Corley, Assistant Professor of Spanish in Yale University. The Macmillan Company, New York, 1918. 8vo., xvi + 300 pp. (150 text, 22 exercises, 22 grammatical notes, 31 The Verb, 74 vocabulary).

(b) **María** (Novela Americana), por Jorge Isaacs. Edited with exercises, notes and vocabulary by Ralph Hayward Keniston, Ph. D., Assistant Professor of Romance Languages, Cornell University. Ginn & Company, Boston, 1918. 12mo., xiv + 209 pp. (124 text, 16 notes, 11 exercises, 54 vocabulary).

(c) **La Navidad en las Montañas.** A Spanish American story by Ignacio Manuel Altamirano, with introduction, notes and vocabulary by Edith A. Hill, University of Redlands, and Mary Joy Lombard, High School, Redlands, Cal. D. C. Heath & Co., Boston, 1917. 12mo., vii + 107 pp. (64 text, 3 notes, 39 vocabulary).

(a) What Professor Corley has aimed to do in his edition of "Amalia" he has done well. He says it "has been prepared with the needs of beginners in Spanish constantly in mind. The notes are intended to be thorough . . ." and they are, being divided between grammatical notes and historical footnotes, the latter in Spanish. Sometimes they are so thorough that they repeat the same information, as the derivation of *Mashorca,* note, p. 3, and note, p. 174, to the same line. The grammatical notes seem almost too detailed, even for a beginner, who ought to know that *al* = *a* + *el* (p. 2, l. 8); and *dar* has the meaning "take" in the vocabulary, then why *dar el paso,* "take the step (note, p. 2, l. 25), especially as *dar un pasco* is given in the vocabulary? Why not put all such phrases there, so the student will have but one place in which to look for them? *No poder menos de* is explained in the vocabulary, making unnecessary the note to page 39, l. 6: *no pudieron menos de,* "could not help." But these and similar cases may all be attributed to the editor's desire to leave nothing unexplained.

Typographically the book is almost perfect, the very few errors are negligible. The illustrations, ten in number, including a map of Argentina, and a colored frontispiece of the national flag, are well chosen and excellently printed.

To reduce a novel of over six hundred pages to the limits of a practical school text is indeed difficult, especially if the desire is to render it usable for beginners. And here rests the question of the merits of this edition. It is doubtful whether "Amalia" is suitable for beginners, even if they could afford the time at that stage of their course to read it. It is "one of the most exciting tales in literature," but there are many sources from which the beginner can obtain a more practical vocabulary Besides, in this edition many of the most exciting parts are omitted. In the elimination of the intrigues and schemes of Rosas, we lose a comprehension of his true character, though fortunately the scene between the Dictator and his daughter has been kept almost intact. The love story of Amalia and Eduardo is well preserved, as is that of Florencia and Daniel, but the reconstructed ending weakens the impression of the entire book and mollifies the horrors and cruelties of the

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Rosas régime. The tribute to the United States and to its consul, Mr. Slade (Part 5, Chapter XV), is retained, including the author's footnote, but the omission of the rôle of Don Cándido Rodríguez is unfortunate. The quaint writing master with his "caña de la India" affords a pleasing bit of humor in a maze of political intrigue and romantic sentimentality. The edition may truly be said to be not "Amalia" by José Mármol, but as it appears in some of the announcements: Mármol's "Amalia" by Professor Corley.

Thirty pages of the text are devoted to a summary of the Spanish verb, taken almost bodily from the Fuentes and François Grammar, published by the same company. Such a summary may be desirable in a first reader, but "Amalia" should certainly not be used as such. How much we should prefer thirty pages more of Mármol's story, to include some of the omissions above mentioned! The *Cuestionario* is excellent and some teachers will find it useful as a catechism on Spanish American history and geography. It could well be sacrificed to a few more pages of the story. Then we should have a text suitable for advanced high-school or second-year college classes, where the book really should be read, and where it would prove of inestimable value as a study of the life and history of the Argentine.

(b) Some of us have awaited for some time a school text of "María," and Professor Keniston's edition leaves little to be desired. It is carefully edited, the vocabulary sufficiently complete and the notes well chosen. Difficult passages are explained rather than translated, and historical references are fully discussed. It is obviously *not* edited for beginners, but for second or third-year classes, in which the best known novel of Spanish America could well be substituted for some of the works of Spanish fiction usually read.

The book is well printed, though the type is small. The illustrations are pleasing and in harmony with the romantic atmosphere of the story. The introduction is concise and interesting and is followed by a brief bibliography that will be especially useful to the high-school teacher whose reference library is limited. Professor Keniston has included some exercises, as is almost inevitable in present-day texts, but intends them to be merely illustrative. They are well-worded, and are there for those who wish them.

Professor Keniston has reduced the text "by the omission of episides which are unessential to the plot as well as largely local in vocabulary." He says further: "I trust I have not so pruned as to destroy the simple beauty of the story." He has not done so. Unlike "Amalia," it is the love-plot that is all-essential, and it is the sentimental tragedy of María and Efraín that has endeared the book to thousands the world over. Here there are no political intrigues, no great historical character dominating the novel. The text would afford a somewhat better picture of Colombian life if some of the episodes dealing with the humbler classes could have been retained, such as the slave dance in Chapter V, and the tiger hunt in Chapter XXI, the latter one of the most thrilling chapters in the book. A few of these episodes would have relieved the sentimentality of the book and would not have materially increased its length. Local words are not numerous and could have been indicated in the

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vocabulary. In fact, it should be a rule in editing Spanish American texts not to eliminate Americanisms, but to call the student's attention to them in the notes or vocabulary, preferably the latter. While it may not be desirable that the student should memorize such words, it is well for him to realize some of the differences between the language of Spain and that of Spanish America, and to know that in his intercourse with any of these countries, a special vocabulary must be added to the one he has acquired in his school work. And incidentally, stories containing Mexicanisms will be very acceptable to those of us who are teaching in the Southwestern States, where the prevalent Spanish is the everyday speech of Mexico.

(c) "La Navidad en las Montañas" is not a great novel, as are the two just discussed, but a charming sketch of a small Mexican village, written by one who came out from such a village to be a great statesman and one of the greatest literary men of his country. As an introduction the editors have borrowed from Dr. Frederick Starr's "Modern Mexican Authors" a portion of his sympathetic biography of Altamirano. Since he is so little known to teachers of Spanish, they might have added some details concerning his literary work, especially his interesting volume, "Paisajes y Leyendas," and perhaps given a synopsis of "El Zarco," which portrays so excellently the Mexican bandit, a figure so much talked about in recent years.

The notes and vocabulary are very inadequate and very incomplete, besides containing a number of errors, some also occurring in the text. *Nacimiento* in the vocabulary has simply, "see note," (though there is no note to the word), but it occurs frequently with the usual meaning, "birth," as p. 30, l. 10, and p. 28, l. 28. Its specific meaning (p. 3, l. 2) is not explained in a note to that line, but to *Belén* (p. 3, l. 4). The note to p. 9, l. 18, has *Alva* for *Alava*; *Monseñor* as the title of a bishop is not in the vocabulary, nor is it explained in the note to *Les Misérables* (p. 66); *mitador* (p. 15, l. 20) should read *invitador*; *Reyes magos* (p. 3, l. 18), of course, means the Three Wise Men, but the student should be given the literal translation also, since he may not know the meaning of *magos*; *oigo* is given in the vocabulary, but *óigalos* (p. 29, l. 29) is not explained. *Ave María* is translated "Hail Mary," but this would scarcely be intelligible in the poem, p. 30, l. 29; *sopa* is glossed as "soup," but do the editors wish the student to translate p. 31, l. 1: "A shepherd, eating *soups*"? *Torta* is given as "cake," and *manteca*, "lard, fat, butter." Shall we translate p. 31, l. 11: *una torta de manteca* as "a cake of lard, fat *or* butter"? *Gitana* is given, but not *gitanilla* (p. 33, l. 2), nor is *pobrecito* (p. 52, l. 27), yet other diminutives, as *hermanito* and *portalito*, are included. *Hombre de bien* (p. 61, l. 9) is not translated nor explained; *no poder menos* is in the vocabulary, but *no pudo más* (p. 53, l. 2) is not, nor is *esposa* (p. 46, l. 13), though *esposo* is. Why is *¡que!* as an exclamation (p. 45, ll. 4 and 5) not included when care is taken to put in the vocabulary so simple a word as *y*, "and"? *De pronto* (p. 58, l. 13) is not translated, though the rest of the passage is explained in the note. For *echar* the only meaning given is "to throw," yet what about *se echó a llorar* (p. 58, l. 12)? And *se puso a* in the next line, which is not glossed? Shall we translate

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la señora madre (p. 50, l. 1), "the lady mother" (vocabulary)? Would not a note be desirable? No explanation is given of such idioms as *se trata de* (p. 47, l. 14); *a cargo de* (p. 47, l. 22), nor *he hecho lo posible* (p. 46, l. 29). These are but a few of the many passages which should be elucidated for any except the very advanced student. The note to *pacholes* (p. 19, l. 29) says: "*Pachol* is not found in the dictionaries, but its apparent meaning is *pod*." Cecilio A. Robelo in "Diccionario de Aztequismos" (Cuernavaca, 1904) defines the word as follows: "*Pachol*, (PAZOLLI: maraña. radicales desconocidas) Pelo enmarañado." (p. 629). The "Pequeño Larousse Ilustrado" gives the same definition, and as a synonym, *greña*. The meaning is evidently "vines" or "young plants."

The biographical and geographical notes might be more complete without greatly increasing the size of the book. Four lines are given to Humboldt, while Garcilaso de la Vega is dismissed as "a Spanish poet," and the great Lope de Vega gets but little more mention. Cervantes scarcely "was Spain's most famous author" at the time he wrote, if we may judge by his poverty and the hardships of his life, though he has doubtless become so since.

The text has no exercises and is apparently intended to introduce the student to the life and literature of Mexico, rather than to be used as a drill-book in conversation and composition. As such it is very welcome, and there is room for editions of some of the greater novels of Mexico, selected from the works of Rafael Delgado, Federico Gamboa, López-Portillo, and others. "La Navidad en las Montañas" is short and should find a place in the second or third year of high school, as well as in college classes devoted to the study of Spanish American literature. The story has been cut very little; suspension points are used to indicate the few omissions.

These three editions show a wide range of editorial workmanship. (a) marks the extreme of careful attention to detail. The student is almost lost in the maze of "helps"; with two sets of notes, vocabulary, and a treatise on the verb, he will find everything he needs to know laid out before him —if he looks in the right place, sometimes, perhaps, being in doubt just where to look first. By cross-references he can learn grammar to his heart's content, and if he memorizes the exercises he can discuss Rosas, Buenos Aires and Argentine history. The tendency in text-making nowadays is towards the type of (a), and it is no doubt most desirable when the subject-matter is suited to beginners, but in the present case this may be seriously questioned. (c) gives the student almost no help. It is little more than a reprint of the text, since, as has been shown, the reader must go to a dictionary anyway for many definitions, and the material in the very few notes may be found in any encyclopedia or in the "Pequeño Larousse," which every teacher of Spanish should have at hand. It makes available, however, for advanced classes an excellent little sketch of Mexican life and customs. (b) is a happy medium between these two extremes. It gives the student in classes to which "María" is really adapted, all the help he needs, yet there is nothing superfluous, save perhaps the illustrative exercises. Professor Keniston's suggestion that the text be used as a drill-book in conversation will not meet with universal approval. Some of us prefer drilling the stu-

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dent on more commonplace topics than the story of two romantic lovers in little-known Colombia. This does not imply that it is not profitable for the teacher to discuss in Spanish the parts read and to encourage students to do the same, but that is a step far beyond the usual conversation exercises with their set questions and answers. How many of us would recommend "Ivanhoe," "The Last of the Mohicans," or "The Vicar of Wakefield" as conversation books for a class in Buenos Aires studying English? Yet these are assigned as high-school reading in literature, and would be valuable in giving the Argentine student something of the spirit of England and the United States. Let us have conversation and more conversation, composition and more composition, but let us select the material for such conversation and composition from the everyday life of Spain and Spanish America rather than from historical and romantic fiction. Then, when the student has acquired a certain feeling for the language and can at least combine simple sentences in Spanish, let us use these great works of literature to put him in closer touch with the mother-country and her offspring in the New World and to make him more sympathetic with the peoples whose language he is learning.

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BIBLIOGRAPHY

I. SCHOOL TEXTS

A Foundation Course in Spanish

by L. Sinagnan, of the Stuyvesant High School, New York.

278 pages. After a short introduction there are 46 chapters of grammar, followed by an Appendix of Verbs, containing paradigms of regular verbs, verbs with orthographic changes, and radical changing verbs. The irregular verbs come next, arranged alphabetically. Finally, there are the usual vocabularies and an index.

The familiar forms of address and corresponding verb forms are omitted in the first part of the book. Each chapter contains grammatical explanations, followed by Spanish and English exercises. Connected reading exercises are begun early. Distributed through the first nineteen lessons are expressions in Spanish for class-room use. Object pronouns and the subjunctive mode receive especially good treatment.

The book is well arranged, and should prove an interesting book to work with, from the point of view of the pupil as well as that of the teacher.
1917—Macmillan Co. $1.00.

Leyendas Históricas Mexicanas, por Heriberto Frías

Edited by James Bardin of the University of Virginia.

XIX + 181 pages. There are ten legends in the collection. The first eight are stories about the Mexican Indians before the advent of Cortés. The last two concern the Spanish conqueror and his dealings with the Indians. The tales, in spite of the difficult Indian names, are fascinating.

There is plenty of information in English to make the reading of the text intelligible and enjoyable. Besides a general historical introduction, there are explanatory introductions before each selection and numerous footnotes. Grammatical notes occupy 27 pages and there is a full vocabulary. The text is embellished with about a dozen illustrations, including a map of Mexico. The book could be used as a profitable reading text either in high school or college.
1918—Macmillan Co. 80c.

Amalia—por José Mármol

Edited by Ames Haven Corley of Yale University.

XVI + 300 pages. The writer of this melodramatic novel of life in Buenos Aires, under the rule of the Dictator General Rosas, was both author and politician. Being an enemy of the autocratic Rosas he paints him in the blackest colors. The story is full of action, and what is more to the purpose, contains a good deal of conversational Spanish. The text is condensed from the original, which would have been too lengthy for school use.

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A historical introduction in English prepares the reader, unacquainted with South American history of the time, for a thorough enjoyment of the story. The text covers 150 pages, with footnotes in Spanish. Following the text are 44 exercises for oral and written work, consisting of *cuestionarios* and short composition exercises. There are 22 pages of notes explaining grammatical difficulties. A chapter on the verb, adapted from the grammar of Fuentes & François with a table of numerals, followed by a carefully prepared vocabulary, completes the volume. It is a book containing much valuable class-room material, aside from its thrilling interest as a story. The volume is illustrated with 9 pictures and a map of Argentina.
1918—Macmillan Co. $1.00.

Mas vale Maña que fuerza: Proverbio en un Acto

by Manuel Tamayo y Baus, edited by Carlos E. Conant of the University of Chattanooga.

80 pages (49 text, 4 exercises, 22 vocabulary). This serious comedy offers very useful and entertaining material for school work. The linguistic difficulties are adequately dealt with in footnotes. The few pages of exercises are excellent. The vocabulary is complete.
1918—World Book Co. 52c.

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II. PERIODICAL LITERATURE

PEDAGOGICAL JOURNALS

Modern Language Journal, II, 8, May—E. W. Bagster-Collins, *A Brief Study Showing the Relation and Treatment of the Annotated Reading Test.* J. P. Diehl, *Choosing a Grammar for Beginners.* (Points that the teacher should consider. "A book in which the appeal is chiefly to the analytical, reasoning power of the mind is unsuited to the young high-school pupils, while one with very extensive inductive apparatus is out of place in rapid, college instruction." Inexperienced teachers are advised to avoid extreme types of grammars.) J. Warshaw reviews Supple's *Spanish Reader of South American History*, New York, Macmillan's, 1917, and Luquiens' *Elementary Spanish-American Reader*, New York, Macmillan's, 1917. E. Potter reviews Fuentes and François' *A Trip to Latin America*, New York, Holt & Co., 1917.

School and Society, VIII, No. 185—A. F. West, *The Immortal Conflict.* (The importance of memory to the individual and the nation. History, together with the classics, ancient and modern, is the world's memory. A condemnation of modern impatience of the remote in time and space. A refutation of four disquieting modern heresies: 1. There should be no "formal discipline" in education. 2. The student should take only those studies which interest him at the time. 3. There should be only vocational training. The author thinks that this is the least democratic form of education, because it tends to make the recipient of it a mere tool of society by fitting him exclusively for one calling or group of callings. The student equipped with a liberal training is freer to make readjustments later. 4. We are Americans living in the twentieth century and should provide our children with an exclusively American education without reference to other countries and the past. This point of view is in direct opposition to the present tendency toward a league of nations and a world community of interest. There are numerous opponents of modern language study among the members of our faculties of education. Fortunately, the man in the street can see how we are now suffering from our neglect of modern languages in the past.) *The Shortage of Teachers.* (Quoted from the *New York Evening Post.* The shortage is most acute in the Middle West. Only a speedy increase of salaries will remedy the situation.)

199. Isabel A. Ennis, *Causes of the Present Shortage of Teachers.* (1. Salaries are too low. 2. The superior attractions of other fields of work, quite aside from the salary matter. 3. "The training value of successful teaching as preparation for other fields is under-advertised." 4. "Working conditions of schools and supervision are many times uninspiring and unagreeable even when not disagreeable and discouraging." 5. "Public and social recognition is too low.")

Education, XXXIX, 1, Sept.—John Fairfax, *College Teachers' Salaries.* (A discussion of the salary question always makes interesting reading. The importance of the teacher. Of the 8,000 names in *Who's Who* for 1900, 5,768

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were college men. "The greatest university in the world would be a pile of dead bones without teachers." Pershing, Foch, and Wilson are instances of what former teachers are doing for the world. A study of the salaries paid by 182 of the best institutions of our country shows that the average wage of the full professor is only $2,477; the average instructor's salary is $1,097. Bricklayers, plasterers, and plumbers average $1,200. The report of the treasurer of Harvard for 1915-16 shows that the Harvard janitors received $1,900 against the average Harvard teacher's salary of $1,771. The sums received by athletic coaches and trainers would have been interesting to know. Between 1904-16 Harvard salaries increased 17 per cent, the cost of living 69 per cent. The average salary in Cornell has decreased $452 in the last thirty years. Another table gives the wage increases of the various trades. These average 49 per cent. No university has in recent years raised salaries more than 10 per cent. Teaching threatens to fall into the hands of monied aristocrats with private means. University presidents do not appear to be grappling seriously with the situation. Teachers must demand their just due, Mr. Fairfax thinks, and the necessary reform must start from the bottom up through departmental head, president, board of trustees, until the need is brought forcibly to the attention of the public, which is chiefly to blame.) Linda Rider, *The Emancipation of the Woman Teacher.*

The School Review, XXVI, 8 Oct.—F. E. Spaulding, *Coöperation in School Administration.* Davis Snedden, *Liberal Education Without Latin* (This article is interesting as showing the lengths to which many educational anarchists would have us go. There must be instant and radical change in our school curricula. The author objects to the "favored position" enjoyed in some schools by the classics, mathematics, and modern languages. And yet he seems to demand something like a "favored position" for the subjects which he approves: economics, social science, English, music, painting, sculpture, and others forming an odd jumble of the cultural and the utilitarian. English he would have taught with only slight attention paid to the classics of literature. History he would reduce to a subordinate position: it is useful only as helping to interpret certain phases of modern life. This is granting more than many other modernists will concede. Latin and Greek are no more useful than Sanscrit, Erse or the language of the Incas. He refers contemptuously to the "so-called literature" of the ancients. Most boys and girls get nothing more out of the study of mathematics than "intellectual husks." "French and German, as now taught, are, when judged by the standards of interest and mastery that should characterize a truly liberal education, largely cultural sham." But, we might object, if our students are not interested in these subjects, why do they elect them in such numbers? And if our modern-language teachers fail to develop a large number of gifted linguists and men of letters, is it likely that the teachers entrusted with the carrying out of Mr. Snedden's curriculum would produce a larger proportion of gifted financiers, musicians, artists, and sculptors? Complete mastery should be the ideal, but many are called and few chosen in every line of effort. One wonders how so many freakish ideas respecting education find their way into print.)

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Modern Language Teaching, XIV, 4, July—(Contains a questionnaire sent out to English teachers of Spanish. Also, brief, unsigned reviews of Barnil's *Estudis Fonetics, Vol. I;* Menéndez Pidal's *Antologia de prosistas castellanos*; Carolina Marcial Dorado's *España pintoresca*; Cool's *Spanish Composition.*)

Revue de l'Enseignement des Langues Vivantes, XXXV, 7, July—C. Pitollet, *A propos de la "Péninsule Ibérique."* (Interesting remarks upon the prehistoric races who once inhabited Spain.)

Revue Universitaire, XXVII, 6, June—Léo Perrotin, *L'Éducation littéraire d'après Stendhal. Bulletin de l'enseignement secondaire des jeunes filles.*

7, July—G. de Plainval, *Le travail scolaire et l'allégement des programmes d'examen.* Mme. Suran-Mabire, *Le danger des demi-services.* Armand Duphin, *Les devoirs de classe, comment les choisir?*

Monatshefte für deutsche Sprache und Pädagogik, XIX, 7, Sept.—*Letter of Our President. Instruction in French Schools.* (This is a reprint of an article by Inspector General Potet of the French Government's department of education. M. Potet advocates that there should be no falling off of the study of German in France, but mainly that a knowledge of German may be used as a weapon against the Germans.) J. Eiselmeier, *Ein Beitrag zur Lehrerbildungsfrage.*

SCIENTIFIC JOURNALS

Modern Language Notes, XXX, 7, Nov.—M. A. Buchanan, *Gray's "Elegy" in Spanish.* (Bibliographical notes on Spanish translations of the English masterpiece.)

Modern Philology, XVI, 3, July—G. T. Northup reviews Narciso Alonso Cortés' *Casos Cervantinos que tocan a Valladolid,* Madrid, 1910.

The Modern Language Review, XIII, 3, July—J. G. Robertson reviews Farinelli's *La vita è un Sogno,* Turin, 1916.

The Romanic Review, IX, 2, April-June—Homero Seris, *Una Nueva Variedad de la edición principe del "Quijote."* (Mr. Seris thinks that he has discovered a new variety of the editio princeps, if not an edition hitherto wholly unknown. This edition has now been secured by the Hispanic Society.) E. H. Tuttle, *Hispanic Notes.* (Etymologies.) H. A. Rennert reviews Menéndez Pidal and Maria Goyri de Menéndez Pidal's edition of Vélez de Guevara's *La serrana de la Vera.*

Revista de Filología Española, V, 2—Rafael Mitjana, *Nuevas notas al "Cancionero musical de los siglos XV y XVI," publicado por el maestro Barbieri.* (The classic work of Barbieri is augmented with new data and brought abreast with the present state of scholarship.) Vicente García de Diego, *Divergentes latinos.* (Etymologies.) Antonio G. Solalinde, *El códice florentino de la "Cantigas" y su relación con los demás manuscritos.* (The

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important Florentine codex of Alfonso el Sabio's *Cantigas de Santa María* has at last been studied in a satisfactory way.) A. Morel-Fatio, *Une lettre de Prosper Mérimée.* (A letter which the French novelist addressed to Damas-Hinard, thanking the latter for a presentation copy of his edition of the Cid. Federico Ruiz Morcuente, *El tono, "¡Ay, ay, ay!"* J. Gómez Ocerin reviews Cotarelo y Valledor's *El teatro de Cervantes*, Madrid, 1915. (The work is severely dealt with.) Américo Castro and T. Navarro Tomás review with high praise A. M. Espinosa's *Studies in New Mexican Spanish. I-I', Revue de dialectologie romane, 1909-14.* (There are interesting, unsigned reviews of several recent volumes of the *Clásicos castellanos* series. Cejador y Frauca's edition of Quevedo's *Sueños* comes in for severe censure. Spain's younger scholars no longer tolerate unconscientious work. Standards are immeasurably higher than they were a few years back.)

Revista Crítica Hispano-americana, IV, 1—*Cantares populares de Asturias, recogidos por Don Manuel Tamés.*

2—Quintiliano Saldaña, *Los ensayos de M. de Unamuno.* M. Artigas, *Un "Quijote" extraño.* (The first number of the *Boletín de la Biblioteca Menéndez y Pelayo, dirigido por Miguel Artigas,* is now out as a supplement to this journal. This first installment is an inventory of the papers of Milá y Fontanals.)

Boletín de la Real Academia Española, V, 22, April—Emilio Cotarelo, *Una opinión nueva acerca del autor del "Diálogo de la lengua."* N. Alonso Cortés, *El teatro en Valladolid,* continued. (Material on players.) Jose Alemany, *De la derivación y composición de las palabras en la lengua castellana,* continued. F. Rodriguez Marín, *Nuevos datos para las biografías de algunos escritores españoles de los siglos XVI y XVII.* (Of these, Juan de Mal Lara is the most important author treated.) Jenaro Alenda, *Catálogo de los autos sacramentales,* continued. E. C., *Semántica española: Dar con la del martes —Dar con la de Rengo.*

23, June—Emilio Cotarelo, *Dramáticos españoles del siglo XVII: Alvaro Cubillo de Aragón,* continued. (A valuable analysis and bibliographical study of this author's plays.) Julián Ribera, *Los nombres de acción en el Diccionario actual de la Academia.* N. Alonso Cortés, *El teatro en Valladolid* continued. Rodriguez Marín, *Nuevos datos,* etc., continued. (Deals with Mira de Amescua in this installment.) M. Gaspar Remiro, *Vocablos y frases del Judeo-español.* J. Alenda, *Catálogo de autos,* continued. E. Cotarelo, *Vocablos incorrectos: Vaciar.* (A protest against the pronunciation *vacío* as opposed to *vacío.* Many examples of the latter pronunciation taken from the poets.) (The Academy has appropriated 1,000 pesetas for a monument to Benito Pérez Galdós.)

Revista de Archivos, Museos y Bibliotecas, XXII, March-April—G. Vázquez Núñez, *El Padre Francisco Zumel, general de la Merced y catedrático de Salamanca, 1540-1607.* A. González Palencia, *Fragmentos del Archivo particular de Antonio Pérez, secretario de Felipe II.*

May-June—Fray Justo Cuervo, *Fray Luis de Granada, verdadero y único autor del "Libro de la oración."* Vicente Castañedo, *Relaciones geográficas* [illegible]

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históricas del reino de Valencia, hechos en el siglo XVIII a ruego de don Tomás López, continued. González Palencia, *Fragmentos*, etc., continued. J. F. V. S. reviews José Maria Solaverria's *El poema de la Pampa, Martín Fierro y el criollismo español*, Madrid, 1918, Biblioteca Calleja. (This should interest the readers of Professor Umphrey's interesting article in the last number of HISPANIA.)

Bulletin hispanique, XX, 1, Jan.-March—Carlos Barrera, *El alejandrino castellano.* (A study in prosody.) G. Cirot, *Appendices à la Chronique latine des Rois de Castille jusqu'en 1236.* Une lettre de Palafox, published by A. Morel-Fatio. St.-C. reviews Blasco Ibáñez's "*Mare nostrum.*" A. Morel-Fatio reviews R. Menéndez Pidal's *Antología de prosistas castellanos*, Madrid, 1917. E. Mérimée reviews Américo Castro's edition of Rojas Zorrilla's *Cada cual lo que le toca y la Viña de Nabot.* E. Mérimée reviews Emilio Cotarelo's *Orígenes y establecimiento de la ópera en España hasta 1800*, Madrid, 1917.

Revue Critique, LII, 3—Ch. Bastide reviews John de Lancey Ferguson's *American Literature in Spain*, New York, 1916.

7—S. Reinach reviews Francisco Contreras' *Les écrivains hispano-américains et la guerre européene*, Paris, 1917.

The Hispanic American Historical Review, I, 1, Feb.—(The study of South American history is being pursued with so much enthusiasm that few of our larger universities are now without a special chair in that subject. It is to be hoped this movement will become general. The time has now come when research in this new field has assumed such proportions that a special journal is imperative. The first numbers make an excellent impression. Typography and paper are all that can be desired, and the names of the editors and contributors are a sufficient guarantee of high scholarly standards. The journal is to be issued quarterly under the editorship of Mr. James A Robertson. Besides historical articles, each number is to contain book reviews, notes and comment, and bibliography. We earnestly recommend it to the readers of HISPANIA). *A Letter from President Wilson.* (An official endorsement of the enterprise.) *A New Historical Journal.* (Reasons for founding this journal.) C. E. Chapman, *The Founding of the Review.* (The history of the enterprise. The *Review* begins with an endowment of $3,675, very good for war times. The most generous contributor was Mr. J. C. Cebrián of San Francisco.) C. H. Cunningham, *The Institutional Background of Spanish-American History.* C. W. Hackett, *The Delimitation of Political Jurisdictions in Spanish North America to 1535.* W. S. Robertson, *The Recognition of the Spanish Colonies by the Motherland.* J. A. Robertson reviews Ruth Putnam's *California: The Name*, Univ. of California Publications, Vol. IV, 4, 1917. I. J. Cox reviews Elihu Root's *Latin America and the United States*, Cambridge, 1917. J. T. Medina, *Dos obras de viajeros norte-americanos traducidas al castellano.* (These travelers were Samuel B. Johnston and J. F. Coffin.) (An excellent feature, which our modern-language journals might imitate with profit, is a list of dissertations on South American history now under way, p. 118. One is pleased to find the list so extensive.)

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2. May—W. R. Manning, *An Early Diplomatic Controversy Between the United States and Brazil.* P. A. Martin, *The Influence of the United States on the Opening of the Amazon to the World's Commerce. Documents: Gen. James Wilkinson as Advisor to Emperor Iturbide*, etc., edited by H. E. Bolton. W. R. M. reviews Dr. S. Planas Suarel's *Los extranjeros en Venezuela: su condición ante el derecho público y privado de la república*, Lisbon, 1917. W. R. M. reviews F. José Urrutia's *Los Estados Unidos de América y las Repúblicas hispano-americanas de 1810 a 1830*, Bogotá, 1917. C. K. Jones reviews W. F. Slade's *The Federation of Central America*, Worcester, 1917. J. A. Robertson reviews *Handbook of Manuscripts in the Library of Congress*, Washington, 1918. C. E. Chapman, *A Description of Certain Legajos in the Archivo General de Indias*, Part I. (In the Notes and Comment a large part of Menéndez Pidal's article favoring the term "Spanish America" is reproduced with approval.)

American Historical Review, XXIV, 1—Bernard Moses reviews Roger Bigelow Merriman's *The Rise of the Spanish Empire in the Old World and in the New. Vols. I and II.* New York, 1918, Macmillan's. (This is a work of the first importance, but as it is a history of institutions it will not aid the literary worker as much as some of the older histories.) W. R. Shepherd reviews J. Vicente González's *Biografía del General José Félix Ribas, Primer Teniente de Bolívar en 1813 y 1814*, Madrid, 1917. Also J. F. Silva's *El libertador Bolívar y el Deán Funes en la política argentina*, Madrid, 1917. F. W. Williams reviews *Cartas de China: Documentos inéditos sobre misiones franciscanas de los siglos XVII y XVIII*, edited by Padre Otto Maas, Sevilla, 1917. (Letters from early Spanish missionaries to the Far East.)

The American Journal of International Law, XII, 3, July—W. R. Manning reviews F. José Urrutia's *Los Estados Unidos de América y las Repúblicas hispano-americanas de 1810 a 1830.*

The Southwestern Historical Quarterly, XXII, 1, July—W. L. Schurz, *Acapulco and the Manila Galleon*, continued. *Minutes of the Ayuntamiento of San Felipe de Austin, 1828-1832*, III, edited by E. C. Blake. H. E. Bolton reviews W. E. Dunn's *Spanish and French Rivalry in the Gulf Region of the United States, 1678-1702*, Univ. of Texas Bulletin No. 1705, Austin, 1917.

Indiana Magazine of History, XIV, 2, June—Thomas Bailey, *Diary of the Mexican War.* (The day-by-day jottings of a participant.)

Tennessee Historical Magazine, IV, 1, March—T. E. Matthews, *The Spanish "Conspiracy" in Tennessee.*

The Geographic Review, Aug.—*An Expedition to the Sierra de Perijá, Venezuela.*

Revue des traditions populaires, XXXII, 3-4, March-April—R. A. Laval, *Contes Chiliens, IV, Le petit compère lion au derrière brûlé et le minaco.* (Animal folk lore of Chile.)

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The American Journal of Archaeology, XXII, 2, April-June—Georgiana G. King, *Three Unknown Churches of Spain.* (These are San Juan de Puerto Marín, El Sepulcro de Torres, and San Martín de Unx. All are romanesque churches. Their architecture has been carefully studied and is beautifully illustrated.)

The American Journal of Philology, XXXIX, 1, Jan.-March—A. W. Aron reviews Leonard Bloomfield's *An Introduction to the Study of Language,* New York, 1914.

POPULAR JOURNALS

The Drama, Feb.—Isabel Shepard, *Spain's Great Century of Pageantry and Drama.* (A popular and not very well informed article on the *siglo de oro* and its great writers.)

Poet Lore, XXIX, 2, Spring Number—A translation of Jacinto Benavente's *Saturday Night.* J. G. Underhill, *Benavente as a Modern.* Mariano Alarcón, *Benavente as an Interpreter of Woman.*

3, Summer Number—*Papa Juan or the Centenarian, a Comedy in Three Acts,* by Serafín and Joaquín Alvarez Quintero, translated by Thomas Walsh. C. A. Turrell, *Some Aspects of Contemporary Spanish Drama.*

The Nation, Sept. 7, Education Number—Joseph Swan, *The Crisis in the Schools.* Stark Young, *The Return of the Teacher.* Reviews of recent textbooks. Editorials on educational subjects.

The Unpopular Review, X, 20, Oct.-Dec.—Anon., *Our New Relations to Latin America.*

Harper's Magazine, Sept.—Scherrill Schell, *Picturesque Glimpses of Old Spain.*

The World's Work, Sept.—George MacAdam, *German Intrigue in Mexico.*

Outlook, Sept. 11, Education Number—Anon., *The Colleges and the War.* J. Madison Gathany, *Tying History to Life.*

Scribner's Magazine, Sept.—A. H. Quinn, *College and Business Efficiency.*

Art and Archaeology, XII, 1-2, Jan.-Feb., Special Santa Fe Anniversary Number—(Beautifully illustrated articles on Santa Fe and New Mexico.)

The Quarterly Review, 456, July—José de Armas, *Spain and Gibraltar.* (How the Gibraltar question affects Anglo-Spanish relations.)

The American Catholic Quarterly Review, XLII, 169, Jan.—Marc F. Vallette, *Work of the Spanish Friars on the American Continent in the Sixteenth Century.*

Mercure de France, CXXVIII, 481, July—X., *Quelques points de vue espagnols sur la guerre.*

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The New Europe, VIII, 92—Anon., *Austrian Designs in Spain.* 97—S. A. Madariaga, *What to Expect from Spain.*

The Nineteenth Century, 497, July—Sir Oliver Lodge, *University Development and a New Degree.* (Adoption of the Ph.D. degree by English universities. "What the universities instinctively feel is that the merits of the German system must be assimilated and the abominations extruded.")

The Stratford Journal, III, 1-2, July—*A Little Garland of Mexican Verse.* (Poems by several Mexican poets have been translated by Alice Stone Blackwell.)

3, Sept.—Manuel Acuna, *To the Martyred Poet, Juan Diaz Covarrubias,* translated by Alice Stone Blackwell.

4, Oct.—Isaac Goldberg, *Vicente Blasco Ibañez.* (A brief appreciation.)

Bulletin of the Pan-American Union, April—W. A. Reid, *Mexico, the City of Palaces.* H. N. Whitford, *Forest Conditions of Colombia and Venezuela. Subject Matter of Consular Reports.* (Reports of our consuls on each of the Spanish American countries.)

May—Anon., *Centenary of the Battle of Maipo. The Centenary of the Death of Pétion.* W. A. Reid, *La Paz, the World's Highland Capital.* Edmond Albes, *The South American Relative of the Camels.* Anon., *Both Sides of Cape Horn.*

June—Anon., *Boundary Commissioners of Honduras and Guatemala Meet.* Anon., *Distinguished Mexican Editors Visit the United States.* Anon., *Dr. Ramón M. Valdés, Deceased President of Panamá.* Anon., *Sao Paulo, The Heart of Coffee Land.* W. A. Reid, *Studying South American Skies.* G. K. Cherrie, *From Central Matto Grosso Overland to the Coast.*

La Lectura, XVIII, 209, May—José R. Lomba y Pedraja, *Mariano José de Larra (Figaro) como escritor politico,* continued. J. Deleito y Piñuela, *De América: La dictatura de O'Higgins, Memorias póstumas del General José María Paz.*

210, June—J. R. Lomba y Pedraja, ditto, continued.

211, July—Alfonso de Reyes, *Ruiz de Alarcón.* (A scholarly and well-documented biography of the Mexican dramatist. Important.)

212, Aug.—Ramón Jaén *Zuloaga en los Estados Unidos.* (Written in this author's usual charming style, familiar to readers of HISPANIA.) Alfonso de Reyes, ditto, continued.

Cuba Contemporánea, XVII, 2, June—J. A. Martínez, *Raymond Salcilles (1855-1912).* Raúl de Cárdenas, *La política de los Estados Unidos en el continente americano, III,* continued. F. de P. Rodriguez, *La evolución de la libertad.* Willy de Blanck, *Gotas de Sangre.* (A novel of the present war.)

3, July—Ricardo Dolz, *Lanuza.* Raúl de Cárdenas, ditto, continued. Willy de Blanck, ditto, continued.

4, Aug.—Max Henríquez Ureña, *José Enrique Rodó.* (An interesting study of this interesting writer.) Raúl de Cárdenas, ditto, continued. Willy de Blanck, ditto, continued.

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XVIII, 1, Sept.—Carlos Revilla, *Leyes Nuevas. Un crítico francés en América, Emilio Vaïsse.* Willy de Blanck, ditto, continued. Anon., *La propaganda por la guerra en Cuba.* (Cuba is offering prizes for those who can best aid the cause of the Allies with works of literature, painting, and music.)

2, Oct.—José Martí, *Dos artículos de Martí,* Francisco G. del Valle, *El Clero en la Revolución Cubana.* Raúl de Cárdenas, ditto, continued. Willy de Blanck, ditto, continued.

Revista Bimestre Cubana, XIII, 1, Jan.-Feb.—Salvador Massip, *Descubrimiento de América por los Chinos.* (The belief that Fu Chang was the first to discover America apparently will not down.) *Datos Históricos cubanos. Fundación de la Habana,* continued.

2—*Datos,* etc., continued.

3, May-June—*Datos,* etc., continued. Francisco Cortes, *Efemérides cubanas.*

Inter-America, II, 1, Oct.—Anon., *President Wilson and Pan-American Ideals.* Harmodio Arias, *The International Policy of Bolivar.* Gregorio Torres Quintero, *Education Among the Ancient Mexicans.* Rafael G. Argilagos, *Grains of Gold: Thoughts Selected from the Works of José Martí.* Clemente Onelli, *National Reserve Parks in Argentina.* Miguel de Zarraga, *The United States as Seen by a Spaniard.* Aurelia Castillo de González, *Women Rather than Men.* Gonzalo Zaldumbide, *José Enrique Rodó.* Manuel Elicio Flor, T., *International Law and the Air.*

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III. BIBLIOGRAPHICAL NOTES

The house of Calleja is continuing its series in the *Biblioteca Calleja*, wherein it gives volumes of selected works from leading authors. It will be recalled from our previous notes that when the author is still alive he is asked to make his own selections and to write the prologue and notes thereto. The latest volume of this type to reach us is one by Pio Baroja. At the same time we should call attention to a new volume by the same author. It is a series of essays and studies entitled *Juventud, Egolatria.*

Another volume of essays dealing with social criticism is the *Cartas de Pepe Avocácer,* by Araujo-Costa. The Academician Palacio Valdés gives us an interesting series of war letters entitled *La Guerra Injusta.* The author was sent by the *Imparcial* to study the spirit of the French in these days of war. Still another volume of newspaper articles is that entitled *La Amiga del Rey,* etc., by Pérez Lugin, the author of the novel *La Casa de la Troya,* which won the Academy's Fastenrat prize in 1916. This novel has just appeared in its sixth edition. To this same kind of literature belong three volumes by Carmen de Burgos, whose pen name is *Colombine.* They are two volumes of *Confesiones de Artistas* (interviews with poets, prose writers, actors, actresses, dancers), and a volume entitled *Mis Viajes por Europa* (Switzerland and the Scandinavian countries). Of a more serious type but still belonging to the same genre is the *Retablo de Talia,* by Luis Uriarte, dealing with some of the leading dramatic writers and histrionic artists, as well as with some of the more recent novelists.

The novel is represented by such names as Blasco Ibáñez, with *Mare Nostrum;* Garcia Sanchiz, with *La Sulamita;* José Toral, *La Cadena;* Pio Baroja, *La Veleta de Gastizar* (which belongs to a series of books entitled *Memorias de un Hombre de Acción*); José Mas, *La Estrella de la Giralda;* and Pedro Mata, *Un Grito en la Noche* (which the author himself describes as a novel of love and of sorrow). Our teachers would probably find more pleasure in reading the volume of Fernando Gil Mariscal entitled *Rie (Relatos de ameno entretenimiento).*

Of the drama we have some works by two old favorites; Benavente with *Los Cachorros* and *El mal que nos hacen;* and the Álvarez Quintero brothers with *Pipiola.* To these latter authors we owe also a discourse given last February in the Eslava Theatre in Madrid. It is entitled *La Mujer Española.* The volume contains also two letters by the authors to the Countess de Pardo Bazán.

Teachers who are interested in grammatical and linguistic studies will find several books of importance in our present list. Much of profit can be obtained from a frequent use of the two volumes by Padre Juan Mir. *Rebusco de Voces Castizas* and *Frases de los Autores Clásicos Españoles.* The same may be said of the volume by Atalo Castañs entitled *Galicismos, Barbarismos, Hispanismos;* and that by Monner Sans: *De Gramática y de Lenguaje.* Despite the fact that none of these books is of recent date, we feel that they ought to be brought to the attention of our teachers in these early days of our *Bibliographical Notes.* Of course the most important book

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of all our list, for grammatical study, is the new edition of the Academy's *Gramática de la Lengua Castellana*, which for the first time in years has been thoroughly reworked and enlarged. The teacher who wishes to know the difference between Castilian usage and various forms of South American usage will wish to consult the *Vocabulario criollo-español sud-americano* by Ciro Bayo.

Every Spanish teacher in the country should read the *Rise of the Spanish-American Republics, as told in the lives of their liberators*, by Professor Robertson of the University of Illinois. Professor Robertson has recently returned from a year of sabbatical leave, which he spent in study in South America.

In the *Biblioteca Estrella* there have recently appeared four charming little books. These are the kind of books concerning which one of our most distinguished men of letters remarked: "The books I like best are the kind you can hold in your hand and read as you stand with your back to the fire." The books to which I refer are two by Martínez Sierra: *Cristo Niño* and *Calendario Espiritual;* and the *Breviario de un año* by Marquina, and the *Gozos del dolor de amor* by Ricardo León. Another volume of poetry, but one not printed in such convenient form, is the *Yelmo Florido* of José Montero.

Of scholarly works on literature three deserve particular mention: *El Soneto en España* by Sánchez de Enciso; *The Dramatic Art of Lope de Vega* by Rudolph Schevill; and *Zorilla; su vida y sus obras*, by Narciso Alonso Cortés. Of the last mentioned work only the first volume has appeared, but it carries the author's life far enough to give us the very interesting story concerning the two versions that Zorilla prepared of his celebrated play, *Don Juan Tenorio*. To these should be added a reproduction of an inedited manuscript of a Latin comedy of the twelfth century, the *Liber Panphili*, with a Castilian version by Bonilla y San Martín. This work is of special importance because of its relation to the *Libro de Buen Amor* by the Archpriest of Hita and to the still more celebrated *Celestina*. There is also an interesting study by Eduardo de Laiglesia concerning the origins of an old popular Castilian ballad, *Tres hijuelos había el rey . . .*

Those who are interested in art and archeology will be glad to know of the following volumes: *Biografía de . . . Juan de Valdés Leal*, by Gestoso y Pérez; *Goya: Composiciones y figuras*, by Beruete y Moret; *En las Descalzas Reales: Estudios históricos, iconográficos y artísticos*, by Elías Tormo; and the *Estudio de Arqueología cartaginesa: la necrópoli de Ibiza*, by Vives y Escudero. Mention should also be made of the first volume of a new series entitled: *Serie de Monografías de Historia y Arte*. The volume in question is *Segovia y Enrique IV*, by Antonio Jaén.

A book of rather unusual interest is entitled: *Refranero español náutico y meteorológico*, by a former officer of the navy, Manuel de Saralegui y Medina. This volume contains 433 proverbial sayings connected with the sea. In each case the author has tried to give a rather full explanation of the meaning and use of the phrase.

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The University of Illinois is making a systematic effort to secure books concerning South American literatures. As such books are difficult to obtain we shall take the opportunity to publish in our bibliographical list any such works as may seem to deserve particular attention on the part of our teachers, even when the works themselves are not of recent date. In our list this time there are some twenty-five such titles. The most interesting and the most useful of these are probably the following: *Almafuerte y la guerra* (this little volume contains a work enitled *Evangélica*, which is a eulogy of Edith Cavell; and a poem entitled, *Apóstrofe al Kaiser*, which is the most scathing arraignment of the Kaiser that has yet come to our attention); Bosch, *Historia del Teatro en Buenos Aires* (this volume gives an account not only of plays and playwrights, but also of theatres and theatrical performances from as far back as 1747); Lauxar, *Motivos de crítica hispanoamericanos* (in addition to treating the general topic of Hispano-American literature and ten celebrities from various countries, there are five chapters dealing with prominent men of letters of Uruguay); José Ingenieros, *Proposiciones relativas al porvenir de la filosofía* (Doctor Ingenieros prepared this volume as his entrance discourse to the Academia de Filosofía y Letras, before he had been informed that the rule required that his entrance discourse be a eulogy of the academician to succeed whom he had been elected); Sánchez, *Bibliografía Venezolanista* (this bulky volume is a very real contribution to our knowledge of the foreign books relative to Venezuela and her great men, which were published or reprinted during the nineteenth century and the opening years of the twentieth. It was compiled and annotated by the learned librarian of the National Library at Caracas). Our teachers ought to try to secure the very interesting volume entitled, *Enseñanza cultural de idiomas extranjeros*, by Julio Saavedra Molina, who is professor in the Internado Barros Arana. This is a very careful study of methodology and of the relative teachability of certain foreign languages. The work was originally published in the *Anales de la Universidad* in Santiago, Chile, and the volume before us is a reprint thereof in book form. From Costa Rica we have received two numbers of an interesting publication called *El Convivio*. The titles of these two numbers are *Aprendizaje y Heroísmo*, by Eugenio D'Ors; and *Con el eslabón*, by Enrique José Varona. From these two samples we have no hesitation in recommending that our libraries acquire the twenty-two little volumes of articles and essays that have already appeared in the series.

JOHN D. FITZ-GERALD

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